

SCHOOL AND COLLEGE PLACEMENT

Journal of the Association of School and College Placement

EDITOR . . . PEGGY L. MCGEE

PUBLICATION OFFICES . . . 530 Walnut Street, Philadelphia 5, Pa.
P. O. Box 179

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NOTE:—Members of the Editorial Board advise and offer suggestions in general, but do not necessarily approve or commend the contributions published in this Journal.

VOL. 5

MAY, 1945

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INFORMATION FOR SUBSCRIBERS

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Life hangs by such threads



WANTED: Something to keep flyers from freezing. So engineers developed electrically heated goggles, shoes, suits . . . Something dependable to guide pilots in fog and dark. So engineers devised electrically driven gyroscopic instruments . . . Something automatic to control airplane engine temperatures. And now comes an electrical control for this purpose.

G. E.'s research and engineering staff has solved hundreds of such problems. The pictures here show how a few have been met. *General Electric Company, Schenectady, N. Y.*

952-626-211



Eyelids can freeze shut when you're 7 miles up! Electrically heated goggles, developed by G-E engineers, have fine wires embedded in plastic lenses. With G. E.'s electric blanket as a start, G-E engineers designed electrically heated flying suits, heated gloves and shoes now being made in three G-E plants. Toughest problem was to devise heated gloves with thin wires strong enough to stand constant flexing.



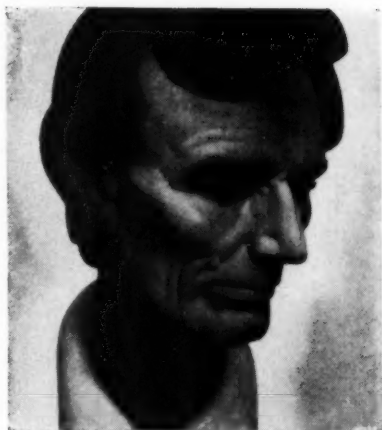
Making night landings safer. Engineers adapted the G-E "Sealed Beam" auto headlamps into war use—G-E airplane landing lamps 20 times brighter than those on your car. Sealed against dust, dirt and salt water damage, they cut down the peril of high-speed landings.

Flyers' lives often depend on their instruments. G-E workers use only tweezers to handle these precision parts of electrically driven gyroscopic instruments, dry them with air jets, oil them with hypodermic needles. They've got to be accurate.

Hear the G-E radio programs: *The G-E All-girl Orchestra*, Sunday 10 p. m. EWT, NBC—*The World Today* news, Monday through Friday 6:45 p. m. EWT, CBS—*The G-E House Party*, Monday through Friday 4:00 p. m. EWT, CBS.

FOR VICTORY—BUY AND HOLD WAR BONDS

GENERAL  ELECTRIC



A good name to remember when
it's time to think of sales career
opportunities—

**. . . The LINCOLN
NATIONAL LIFE
INSURANCE CO.**

FORT WAYNE ★ INDIANA

More than a Billion and a Half Dollars of Insurance in Force

SO YOU WANT TO WRITE ADVERTISING

JEAN WADE RINDLAUB, *Batten, Barton, Durstine & Osborn, Inc.*

Every day, more women discover their niche in the business world. More and more, these women are finding that niche in some phase of advertising. One of these women is our author, Mrs. Jean Wade Rindlaub.



DO you like words? Like to make them sing and march and dance. Do you like people? Like to find out what makes them tick? Do you have more than your share of curiosity? Do you like to think up ideas—and put them into action? Then there may be a place for you in advertising.

It won't be easy to find it. Every year a flock of girls comes down from college and knocks at the doors of big advertising agencies—and only a few of them find jobs. But the spark it takes to uncover that first toe-hold is the spark you'll need to keep the job and grow with it when you get it. So don't be discouraged—it's worth your time and trouble.

Opportunities in Advertising

And there *are* opportunities for women in advertising—good opportunities. The function of an advertising agency, by and large, is to make advertisements—magazine, newspaper, radio, and outdoor advertisements. In the course of the day's work of making advertisements a lot of people do a lot of different things. More and more of these people today are women.

There are women in advertising agencies who write advertisements, who write radio commercials, who write radio scripts, who produce radio shows, who make advertising layouts and buy artwork, who buy time and

talent, who buy space in magazines and newspapers, who write publicity, who plan promotions and merchandising ideas, who do library and market and product research, who create recipes and cookbooks in test kitchens, and who type and file and smile sweetly at reception desks.

The big dividing line between jobs is, roughly, creative and clerical. Creative jobs offer healthy opportunities. Clerical jobs frequently are not as interesting or as rewarding as clerical jobs in other fields. But they do place you on the spot—and if you have enough gumption you can sometimes use them as a springboard to the job you want.

You Must Have Spark

An advertising agency is a high-pressure, hard-driving, make-good-today, be-better-tomorrow kind of business. It's a business of getting along with people, sometimes difficult people. It's a business where you put your heart and soul into a job today only to tear it up and start again tomorrow. If you go into it knowing all that, you love it. If you expect contentment, security, pensions, a quiet spot to grow gray gracefully, it's not the world for you. But let's say for the moment, you do know and you don't care. You are young, you are alive, you have spark. Spark, for my money, is the first, last, and indispensable



THE JUNIOR COUNCIL: GIRLS 18 TO 28 IN BBDO ARE MEMBERS OF THE AGENCY'S JUNIOR COUNCIL, A CROSS-SECTION OF THE YOUTH MARKET THAT MEETS REGULARLY TO ANSWER QUESTIONS AND THINK UP MERCHANDISING IDEAS ON PRODUCTS SOLD TO THEIR AGE GROUP.

prerequisite to an advertising job. If you are creative inside, if you spark ideas, if you like to think up things, if you have a flare for writing, some practice in thinking, you will like the creative side of writing advertisements, writing radio commercials, planning promotions. If you have an organizing, reflective turn of mind, if you like to dig into the whys of things, if you are good at boiling down and extracting the meaning from statistical reports, you might be made for advertising research. If you have an alert brain, a certain sparkle, a way of influencing people, you might belong in an agency publicity or public relations staff. If you have a little amateur dramatic experience, if you have a

strong interest in music or acting, a sense of the theater, some executive ability, you might find a job in radio talent buying or production. If you can draw, if your draftsmanship is sound, if at the same time you combine with it (and this is rare) a sense of merchandising, a little understanding of why people buy things, a practical imagination, then you might find room as an art director. Women art directors were hard to find in the years before the war, except in fashion agencies and department stores. Today even the general agencies have a few.

The First Job

But by and large, for all these jobs I'm

talking about, the best opportunities for women in advertising agencies still exist in the field of writing advertisements. Suppose you feel you are qualified and ready to begin to write ads. How do you go about getting your first job?

Well, you start in college or even before that. Work on the school paper, wangle summer jobs in a hometown store or on a hometown newspaper. You're a camp councillor, you're a tutor, you're the kind of a girl who does things.

Then you're through school. Do you march in to the front door of a big advertising

agency and say "I'm a woman's viewpoint; hire me." Not you. You have sense enough to know that any man with a wife and a mother and a couple of kids knows more about women than you will for a long time.

So you look around for a back door into advertising. You might, for instance, work in a store—sell over the counter, try to work your way into the store's advertising department. That's a sound and useful back door. Have you any idea today of the difference in the instruction given to a salesgirl in Macy's and one in Woolworth's? You could do woman's page stories or straight reporting



CAN YOU DEVELOP A TALENT FOR IDEAS? OF COURSE YOU CAN. ONE OF THE METHODS AT BBDO IS BY SESSIONS CALLED "BRAINSTORMS" WHERE THERE IS ONE FIRM RULE—THERE IS NO SUCH THING AS A BAD IDEA—AND ONE THOUGHT SPARKS ANOTHER. HERE A GROUP OF BBDO WRITERS ARE "BRAINSTORMING" ON A COPY PROBLEM.

for a small town newspaper. You could get a secretarial job—but don't keep it too long. You could write for a mail order catalog—good, hard, tough writing. You could answer fan mail in an advertising agency or write little booklets and trade ads in an advertiser's advertising department. You could, if you're lucky, wangle a job as somebody's girl Friday in a small advertising agency where the wheels go 'round out in the open.

The way to get that first job is very simple—just go as fast as you can to as many places as you can and get on a lot of lists. If you have samples of things you have written in school—articles for the school paper, even themes—take them along. Somewhere along the line, if your list is long enough, a job will open up for you.

Wherever you get that first job, remember you are writing not only for the moment—but you are laying your stepping stone to a bigger job tomorrow. So work hard over your headlines. Learn to look for basic themes in the advertisements you see, to study new and different advertising techniques. Stay awake nights to make your own work better. Turn your friends into copy critics—ask them which of several ways you have done it they like best. Each job you do is a step on the path that goes up.

It's not a rule—but it usually happens that you are worth more to an agency and more to yourself if you have a few years' stick-to-a-job, 9-to 5:30 experience before you try for a big agency opening. The more you sell—find out why people buy; the more you ring doorbells—find out what people read and why they read it; the more you acquire in the way of specialized knowledge, the more successful you are apt to be in your advertising job when you get it.

A Business of Ideas

Advertising is a business of ideas. And

ideas grow best in well-fed minds. So if you plan to write advertising, I think you should cultivate a magpie memory. I don't know of a single thing in a woman's experience that isn't apt to come in handy some day in writing advertising. Do you know a good bit about music? When you're working on a radio show or trying your hand at a dramatic commercial, you'll be thankful. Do you like to cook? You'll write better food advertising if you know how to prepare and serve food, if your friends like to eat the food you cook. Women writers, perhaps even more than men, are rather expected to be experts. While you're in school is a good time to start to become an expert on something.

If you hope to write fashion advertising, haunt the museums and art galleries and style shows. Learn about fashion sources, how fashion trends grow. If you hope to write food advertising, a sound course of reading can make you an expert in nutrition.

Most people who write advertising these days think of themselves not as copywriters but as ad-makers. An advertisement grows, it is built, it is carpentered, it is created brick by tested brick. It grows out of surveys, out of research, out of much hard work on the part of many people. Rarely is it simply written.

There isn't time to tell of the days you walk your feet sore going through factories, the way you test and test the client's product, the doorbell ringing you do to find out the answers to a lot of questions—who buys your product, where they buy it, when they buy it, why they buy it, what they like about it, what they don't like. You'll find out these things when you get where the wheels go 'round—where the ads are written, where ad-men and women are at work. And that, after all—to get where the job is being done—is the big first step toward launching a successful career in advertising.

This tiny dot in the Pacific...

SAIPAN



has more communications equipment than a city of 190,000 people!

The little island of Saipan today has communications facilities greater than those of Hartford, Connecticut.

Without this vast array of telephone, teletype and radio apparatus—much of it made by Western Electric—Saipan could not play its key part as an army, navy and air base in the great drive our fighting forces are making toward Tokyo.

When you realize that Saipan is only *one small island*—and that many more

bases must be taken and similarly developed—you get some idea of the job that is still ahead.

In peacetime Western Electric makes your Bell telephone equipment. Today its manpower and manufacturing facilities are devoted to meeting our fighters' increased needs for communications and electronic equipment. That's why there is not enough telephone equipment to take care of all civilian requirements.

During the 7th War Loan Drive, buy bigger, extra War Bonds!



Western Electric

IN PEACE...SOURCE OF SUPPLY FOR THE BELL SYSTEM.
IN WAR...ARSENAL OF COMMUNICATIONS EQUIPMENT.



EMPLOYERS WILL RAISE THEIR SIGHTS



ROBERT N. HILKERT, *Assistant Vice President,
Federal Reserve Bank of Philadelphia*

An interesting solution to the problem of coordinating the work of the educator and the employer may be found in the following article. There is very little reason why this experiment could not be made in any community with beneficial results to all. The author received his Ph.B. degree from Yale University in 1926. His M.A. was earned at Columbia University, 1931. Mr. Hilkert is capable of seeing any problem through the eyes of the educator and the employer, having been Director of Student Personnel at The Hill School in Pottstown, Pa., and Associate Director of the Educational Records Bureau in New York City; while at present he is Assistant Vice-President (in charge of Personnel), Federal Reserve Bank of Philadelphia. He is also a Lecturer in Management at Temple University, Philadelphia, Pa. The Association hopes that some of our members in other areas may wish to try this plan.

The Graduate Looks for a Job

EVERYONE will agree that it is important for young people to be able to find jobs upon their graduation from high school. We have had the experience of living through the thirties when there were not enough jobs for these young graduates. It was an unhealthy situation from nearly every point of view. There was one exception. Since there were too many people for the jobs available, there was a tendency to raise the ante on employment standards. To get a job one had to be good.

During this war period the situation has been very different. Almost everyone has been able to find immediate employment, and without the necessity of producing the high school diploma or possessing the qualities which a high school diploma ought to represent. Witness the number of high school students who have left school before graduation—in Philadelphia it is one out of every four. There is little doubt that employment standards have been lowered straight across the board. This is one of the personnel misfortunes of war.

Work values as well as employment standards have become distorted. Many young people have learned that to obtain a job one does not have to be proficient or well-qualified. They have learned that to lose a job

one must be almost completely incompetent or utterly insubordinate. This is what happens when there are too many jobs, or at least it is what has happened in most places. Differences have been merely in degree.

The wartime lowering of employment standards is unfortunate in its present effects upon the work habits and the thought patterns of young people. But the real tragedy is that thousands of young people now employed are too young to remember that, in the past, the requirements have been higher. Moreover, all too few have any realization that there will come a day when we shall return to higher standards of workmanship. The woods are full of well-meaning crusaders who hope that there will be "jobs for all who are willing to work." Some of us would feel better if, in addition, stress were laid upon the standards of work to be maintained. Is it enough to be willing to work badly, indifferently, with little sense of obligation to the job?

There is an Educational Problem

There is an educational problem of the first magnitude to be solved. We must teach our young people to be better workers. The more difficult problem, if they are to succeed as workers in tomorrow's world, is to instill in them more realistic *attitudes toward work*. All of us have a stake in the future of our young people and employers as well as the

schools must have a hand in the educational process. The first step is to understand and appreciate the nature of the problem.

A New Approach—the Teacher Works

During the summer of 1944, we employed at the Federal Reserve Bank of Philadelphia, four public school counselors for the purpose of helping us to study the problems of recent high school graduates. (This was a project undertaken by a group of industrialists in co-operation with local and state educational systems, Temple University and the University of Pennsylvania. The two universities provided courses entitled "Supervised Employment Experience for School Counselors.") We knew from reports of our own supervisory staff what they considered to be the shortcomings of recent high school graduates as workers. We also recognized that some of the troubles might be due to our own methods of selection, induction, training, and general supervision. We felt that we could learn a great deal from the observations of experienced high school counselors who would look at our techniques and practices from an objective and educational point of view. We were also quite sure that their own experiences would enable them to carry back to the schools a better appreciation of employer's problems.

It is beyond the scope of this article to describe the details of the summer experiment. Suffice it to point out that the counselors were placed on a series of jobs, on each of which they had opportunity to observe and mingle with recent high school graduates. They were asked to hand in written reports of observations which they had made during the program. The situations were not artificial and the jobs were bona fide.

Teacher Observations

In their written reports, the counselors stressed many points which had already been

noted by our supervisors. Illustrating with examples, they commented particularly upon the following observed traits: carelessness, lack of responsibility or unwillingness to assume it, failure to realize the necessity of working up to capacity, lack of initiative, narrow attention span, and lack of neatness. Again and again they observed in the young graduates a conspicuous absence of foundations in the fundamentals of English and arithmetic.

None of this is new to the employer, nor is it new to the teachers in high schools. We have each made these observations in our own bailiwicks. The significance of the summer experiment is that we studied the situation *together*. We found agreement as to the nature of the problems.

The Solution

Part of the solution rests with the employer. The counselors pointed out some of the ways by which we can improve our techniques of training. Our own responsibilities for the stimulation of interest became better clarified. We are going ahead in the fulfillment of our part.

The counselors have brought back to the schools the results of their observations. Those of us who fostered the summer experiment, representatives of various businesses and industries, have met with large groups of principals, counselors, and teachers at their educational meetings. We are working on our problems *cooperatively*. In Philadelphia, we are trying to put an end to the old game of educational buck passing where employers blame the schools, the schools blame the employers, and everybody blames the parents. We are attempting "educating to employer specifications."

There is an important job still before us. We must tackle the problem of acquainting the students themselves, and in direct fashion, with the *long-run* standards of workmanship

required by business and industry. We must do more than acquaint them with the situation. The students must be made to understand and to appreciate the necessity for higher standards of workmanship. Teachers tell us that it is difficult for them to be effective in creating these attitudes among their own students. A prophet is without honor . . . They feel that there is much to be gained by having representative employers go into the schools to do some of the spade work. "They will believe you," the argument goes, "while they think we are only preaching." This is the challenge to employers.

New Worker Standards

One of the summer counselors remarked that our supervisors are amazingly tolerant of the shortcomings of many of our high

school graduates, but that such patience probably will not continue after the war. There is some truth in the statement. The fact is that there will be a return to higher quality standards. It should be noted that many of our high school graduates meet those quality standards now. No organization like ours could be run efficiently if a majority of the high school students employed were lacking in proper educational foundation or exhibited poor work habits. We have been discussing the weaknesses of the minority. With a turn in the labor market it will be this minority who will suffer. Substandard workers will find only the less-desirable jobs. Students now in school should understand this while they still have an opportunity to build better foundations for the more exacting days ahead.



FOR VETERANS' COUNSELORS

Counselors and administrators engaged in programs rendering service to veterans may take training courses at the School of Education, New York University. The course gives a brief survey of common problems in counseling veterans, a review of resources available, and discussion of cases. It may be taken separately or as part of a new graduate curriculum leading to a master's degree for counselors to veterans. This complete program includes instruction in community resources, post-war employment prospects, analysis of occupations, instruction in tests and measurements, in addition to the special course on counseling veterans. This special course is given by Helen Speyer of the staff of the Veterans Service Center, New York City.

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Opportunities for College Men who can meet the Challenge of the Future.



THE Procter & Gamble organization offers outstanding opportunities to college men interested in making their careers with one of America's industrial leaders.

It has long been a policy of this Company to *develop* its executives, rather than to expect to find them ready-made from outside sources. To men who are equipped to bring to the Company qualities of character, intelligence, resourcefulness, and leadership, the assurance of careful Procter & Gamble training in the fundamentals of the business should have real significance.

● Proven Training Methods

Two basic principles guide the Company's training program:

- 1—Individual training *on-the-job* by men who know the business. Training methods are simple and flexible, and are especially designed to develop the individual according to his needs.
- 2—*Continuous* training, lasting throughout a man's career with the organization.

The successful record of The Procter & Gamble Company during the past century offers ample testimony to the soundness of its training methods. It is evidence of the opportunities—and commensurate rewards—available to younger men who can measure up to the standards of this aggressive international organization.



PROCTER & GAMBLE, CINCINNATI, OHIO

America's largest manufacturers of soaps, glycerine products, and vegetable fats and oils.

The Ivorydale, Ohio, factory of The Procter & Gamble Company, pictured here, is the largest of the Company's 29 factory and mill units in the United States and Canada. These plants produce one million dollars worth of soap, shortening, and oils each working day. During the past 15 years an average of one factory each year—at home or abroad—has been added.

Available to College Placement Officers is a 30-page illustrated booklet which sketches briefly the Company's general organization, describes methods of employment, training and development, and indicates the various fields within the organization which offer careers to able college graduates.



WOMEN, TOO, LEARN THE TEXTILE ARTS.

STUDENT COUNSELING AT PHILADELPHIA TEXTILE INSTITUTE

E. BRUCE THOMAS, *Assistant Professor of Psychology*

Many changes have been wrought by the War. Attitudes toward life, requisites for industry, needs of both, have all undergone a sort of metamorphosis. Perhaps one of the greatest fields to feel this change is the field of counseling and guidance. Dr. E. Bruce Thomas here presents a picture of the work being done at present at the Philadelphia Textile School. The author, a graduate of Millersville Normal School and Franklin and Marshall College, received his Doctorate from Temple University. His experience with eight major industries, three school systems and two private schools has aided him in foreseeing some of the needs of the new student, the future employee, and the employer.



Training the Specialist

THE Philadelphia Textile Institute prepares men primarily for administrative and executive positions in all branches of the textile field. The most recent developments in this field have been of so technical a nature that the old apprentice system of training is no longer considered adequate. With the numerous synthetic fibres and new processes for handling which are continuously being perfected, it becomes increasingly imperative that technologists with a high degree of skill in all the related phases of the work be trained for the growing field. This school specializes entirely in textile technology, but at the same time is giving increasing emphasis to those phases of a person's growth and development which more fully enable him to efficiently achieve adjustment to the increasingly complex economic and social situations of the present day.

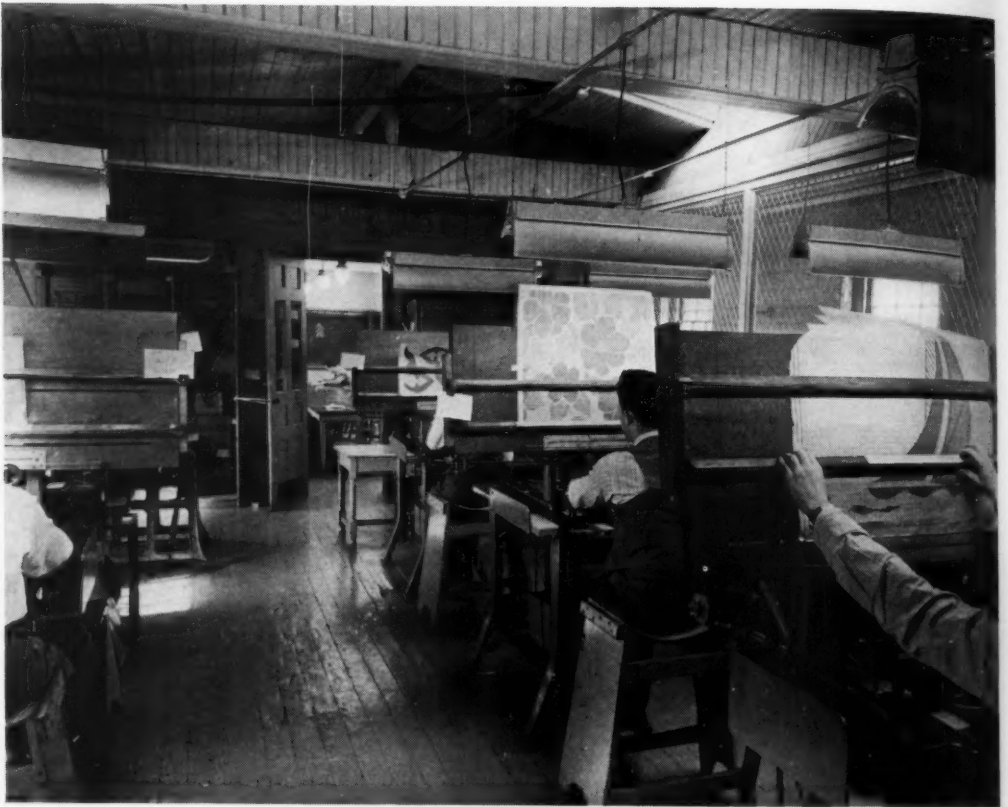
Theory and Application

Since theory alone has been proven to be inadequate to meet the actual problems of a job situation, this school combines the theory with the actual work, directly in the school plant. The scope of the work includes mathematics and their application, raw materials and their classification and processing, analy-

sis of fibres and fabrics, weaving and designing of fabrics, construction and operation of all types of looms, knitting machinery, spinning, carding, fulling, dyeing, and allied equipment. Chemistry, finishing, testing with all types of fibres are offered together with those subjects of special interest to persons preparing for administration; economics, production control, business administration, English, literature, economic history, costing of textiles, and marketing. This broad presentation concentrated in eight semesters presents a program of work which necessitates the student living, studying, and practicing in the textile field. By its very nature there is sufficient variety to prevent monotony, there is sufficient laboratory research to stimulate independent thinking, there is extensive emphasis upon the individual performance of the student so as to train him to think and work for himself, there is a great variety of subject contact which allows the young man or woman to explore the possibilities of later specialization.

Change in Personnel and Industry

Student personnel has changed with the war, and the war in turn has brought many changes in the textile field. The student of today is either



DESIGNING OFTEN RELIEVES TENSE MINDS.

- a. A High School graduate somewhat younger than formerly;
- b. An ex-service man who was released for disability after service in the United States, or after service in combat areas; or
3. A High School graduate who was not accepted into the armed forces.

From a different standpoint he may also be:

- a. A former student whose program of training was interrupted and is now returning to his own school;
- b. A former student of another school who did not wish to return to the same environment and now resumes his educa-

tional program in a different school;

- c. A High School graduate who had gone to work after High School, saw service in the Armed Forces and is now availing himself of the educational opportunities offered under Government sponsorship. This student may be of an age considerably advanced in comparison with the usual College undergraduate.

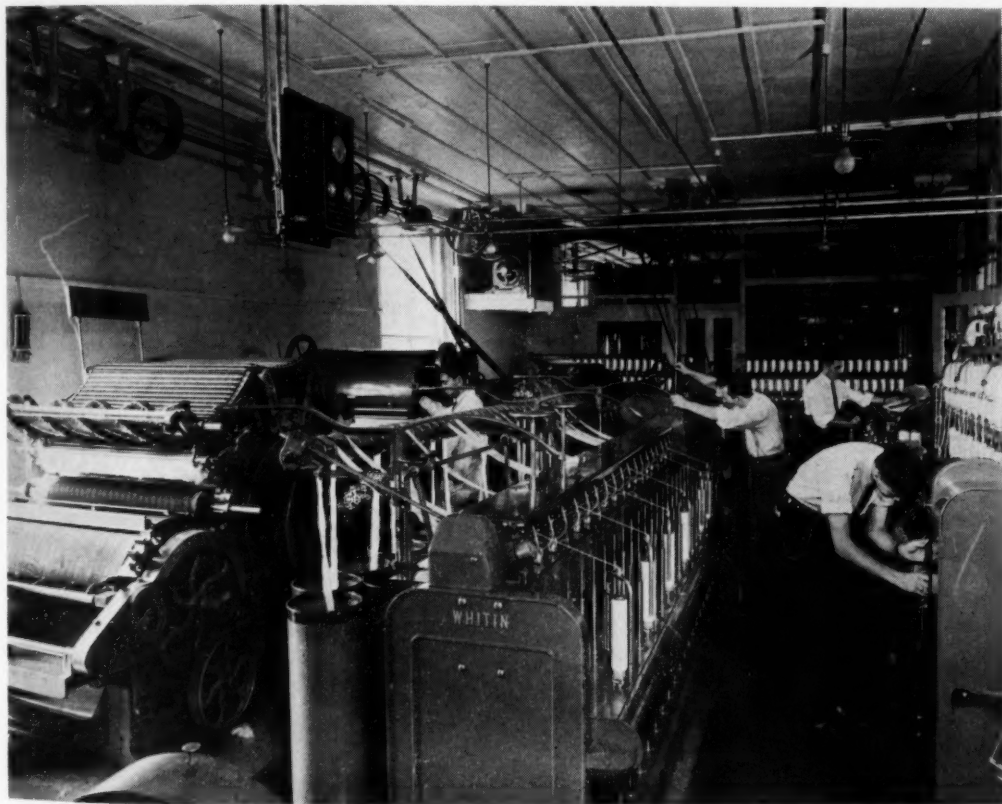
New Problems

With this diversification of student personnel we notice specific problems which are new for the College of today. In the first place, it is necessary to assist the very young and relatively immature boy to achieve an

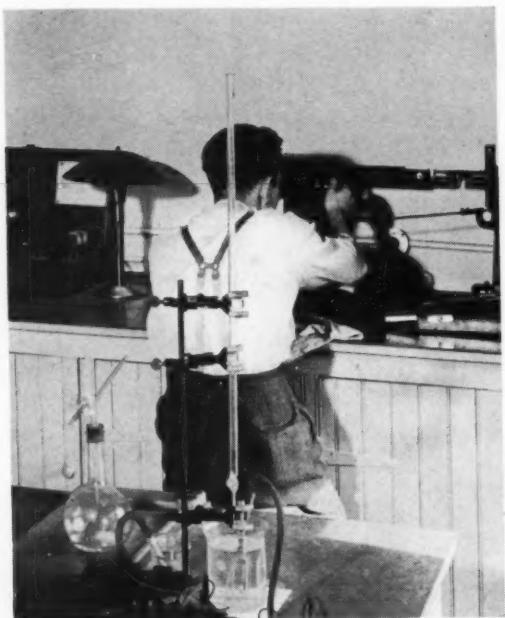
adjustment to an essentially adult environment, and achieve a mature outlook upon a field of work where he will meet competition from those who have grown up in the business without the technical training he is receiving. A second problem is to help the matured person adjust to a school environment and re-orient himself to the ways of a classroom. Fortunately, he will frequently bring to the laboratory and the class a background of experience which partially offsets the quicker reactions and the more recent academic training of the younger person. The third personnel question is the one arising around the person who sits in the class and sees vistas of the South Pacific, or who works

with a fast moving loom shuttle and envisions the ejected artillery shells on the battlefield of Africa or elsewhere.

The answers to the problems can not be specifically stated nor generally classified. Interspersed with the three major questions is the additional one offered by the young man who knows that he will be in school for one semester at the most, before he is called to the service. These are not questions for any one person to solve. There is frequently an attitude of indifference and the question of "why bother?" Our work with these situations has involved the entire faculty. The therapeutic value of hand work has long been recognized. Regardless of his background,



THE STUDENT WORKS UNDER SUPERVISION.



THE VETERAN FEELS SECURE WHEN HE CAN MAKE USE OF SOME ASPECT OF HIS MILITARY TRAINING.

the student is not allowed to drift purposelessly. Individual attention is given to each person, in every phase of his work, so that a specialist in his own field attempts to so enthruse the student that he will, for the time he is there working, completely absorb himself in that job. The apparent limitlessness of the field offers so many challenges that the student in many cases finally forgets himself and begins to think in terms of the work. This has been found to be our best solution to adjustment questions.

New Attitudes

A survey of the student body seems to indicate that there is a great deal of uncertainty about the future, emotional balance is not on so high a level as formerly, a feeling of self sufficiency is being replaced with one of doubt and dependency. There is a greater interest in general questions of world peace, social security, compulsory military training, getting

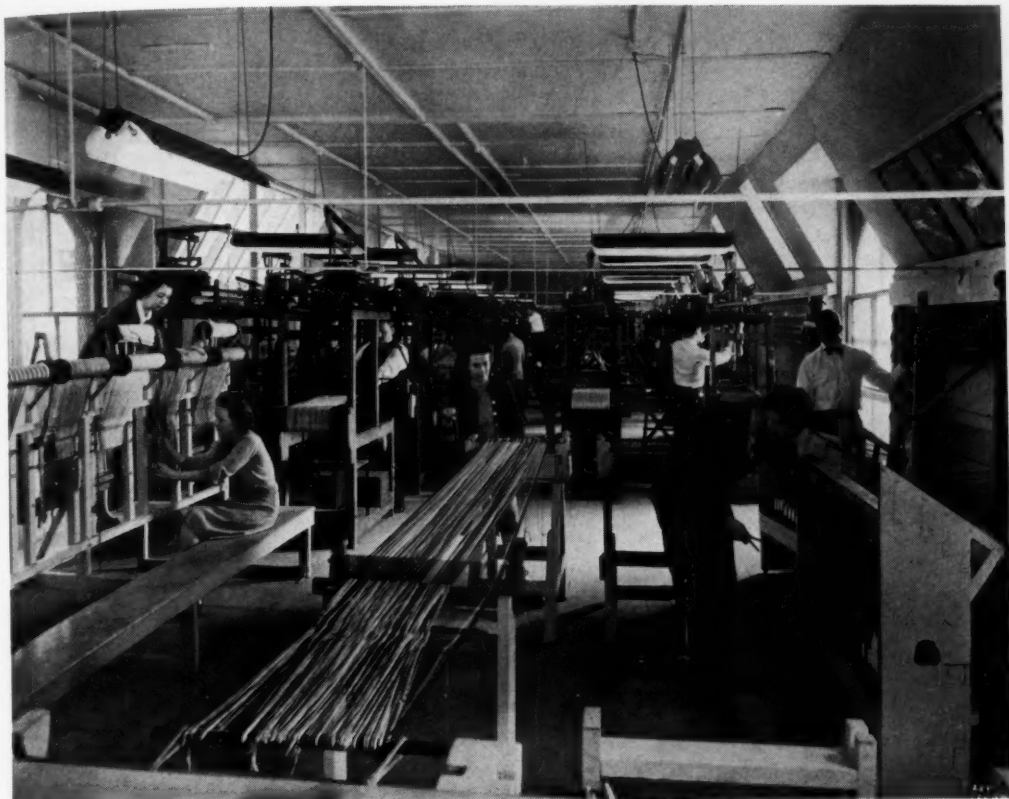
jobs after college graduation, and an adequate wage to meet the standard of living in the world of peace after the war. With an expanding industry in the textile field, the last two problems are more easily answered by men who are working in the mills and factories. Assurance is given them that there is a place for all. That is a challenge to most industry at this time. The general atmosphere has been a negative one; that there will be a dearth of jobs. General assurance from industrial leaders, which receives as much publicity as the other idea, will greatly aid young men and women in their achieving adequate motivation to prepare, instead of waiting for some public agency to solve their problem for them.

Our guidance and counseling work aims to

- a. Stimulate confidence in the future
- b. Treat each student as an individual who is a really important person



THE STUDENT LEARNS BY DOING.



IN THE HAND-WEAVING LABORATORY, STUDENTS DISCOVER THE INTRICACIES OF THE ELEMENTARY PREPARATION OF WARPS AND PRELIMINARY STUDY OF PATTERN MAKING.

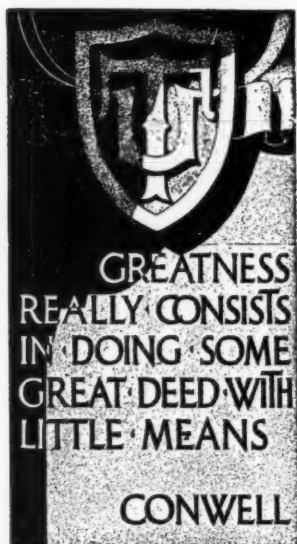
- c. Give them the opportunity for private conference on personal problems and work problems
- d. Create an atmosphere of personal interest in the student on the part of the entire staff
- e. Prove the importance of what they are doing in the field of their work
- f. Secure transference of interest from activities connected with the service to

activities connected with the specialized work they are doing

- g. Emphasis is placed on adjustment to and getting along with other people

Of necessity, industrial organizations can not achieve the personal and detailed contact with the individual, because of their size. Many schools will meet the same situation. It is the ideal however, which no mechanical technique can replace. An effort to that end will not result in paternalism, but rather in humanizing industry and education.





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is proud to carry on the tradition of
service established by its Founder,
whose life purpose was *to make an edu-
cation possible for all young men and women
who have good minds and a will to work.*

SUGGESTIONS FOR SECURING TEACHING POSITIONS

BENJAMIN W. FRAZIER

Senior Specialist in Teacher Training

The need for teachers at all levels has reached a new high in the past few months. The Armed Forces have taken most of the men and many more women are needed, not only to fill the positions left vacant by these men, but also to fill the new positions which are constantly being opened by our advancing educational system. The following means by which qualified persons may secure teaching jobs has been prepared by a highly qualified person. Mr. Frazier, as a Senior Specialist in Teacher Training with the United States Office of Education, has made widespread studies in this field.

SO, you have a degree and you want to be a teacher? The ways to achieve this end for which you have educated yourself are varied. We hope that the means presented here may help you.

Meeting Teacher Certification and Employment Requirements

An applicant for a teaching position should first ascertain whether or not he meets the State requirements for a teacher's certificate. No two States have exactly the same requirements and only 7 states issue certificates in exchange for certificates issued in other States, and then only under restricted conditions, but all States issue one or more types of certificates upon the basis of college credentials. Scholastic requirements for *regular* elementary school certificates vary among States from graduation from teacher-training high schools, or less preparation as indicated by an examination (9 States), to college graduation (14 States). For high school teachers, most States require college graduation and from 9 to 27 semester hours (average 18 semester hours) of professional education, usually including from 2 to 6 semester hours in student teaching. At present, practically all States are issuing war emergency permits. Requirements for these emergency certificates are lower than for regular certificates. Emergency permits are usually issued upon the recommendation of local school employing officers, for a year or less at a time.

Detailed certification rules and regulations

will be sent free upon request of the certification division of the State department of education, located at the State capital. A brief outline of minimum requirements in all States for regular certificates is given in *Education for Victory*, "Wartime Changes in Teacher Certification," U. S. Office of Education (free). A more extended compilation of requirements by States may be found in the following reference, available in some college libraries, or by purchase, and revised annually: Woellner, Robert C. and Wood, M. Aurilla. *Requirements for Certification of Teachers and Administrators*. Ninth edition, 1944-45. Mimeographed. Chicago, Ill., The University of Chicago Press.

In normal times, the requirements for employment are usually somewhat higher than the requirements for certification, especially for teachers in large city schools. Superintendents and principals will indicate the general requirements for employment in their schools upon request.

Finding Teaching Vacancies

There are marked inequalities throughout the country in the distribution of applicants for teaching positions. The number of teaching vacancies varies constantly not only among different regions and States, but also among the school systems of given States. Applicants in high-salary States, in most large cities, and in the more densely populated or urbanized areas of the United States, will often find their opportunities for securing

positions improved by seeking positions outside of these areas.

Neither the Office of Education nor any other agency provides continuous and up-to-date information on a national scale concerning specific teaching vacancies and the qualifications of individual applicants for teaching positions. Information concerning specific vacancies and applicants may be secured from college, local, State, or private (commercial) teacher-placement offices; through friends and acquaintances; by direct inquiry of employers; and by other methods.

Use of Teacher-Placement Offices and Registration Services

Most beginning teachers and many experienced ones secure their positions through the organized placement bureaus or the less formal placement services conducted by the majority of the institutions of higher education that prepare teachers. Applicants for teaching positions will find it to their advantage to register or bring their records up to date in the placement offices of all of the institutions they have attended.

About 20 State departments of education and 7 State education associations conduct State-wide teacher-employment or registration services. Other public employment services are either free or charge only a nominal fee for placement. Lists of these offices are given in U. S. Office of Education Circular 209, "Teacher Placement, Registration, and Related Services, 1944" (free). This circular also lists national rosters and registration lists sometimes utilized by teachers and employers in certain specialized fields.

A list of the private (commercial) teacher-placement agencies that belong to the National Association of Teachers' Agencies may be secured from Hoyt S. Armstrong, secretary-treasurer of the Association, Rochester, N. Y., or from the Office of Education. The adver-

tisements of some of these agencies appear in various educational publications.

Discovery of Vacancies by Direct Efforts of Applicants

Next to the utilization of college-placement bureaus, the most common and most effective method used by employers to recruit teachers is to select from applications made voluntarily by candidates. However, much time and energy is wasted by prospective teachers in making unsolicited and unanswered applications. It is well for the applicant to know either that a vacancy exists, or that there is a better-than-average chance that it exists, before he makes an unsolicited application.

Although teachers are occasionally invited to accept positions for which they have not applied, such invitations in normal times are relatively infrequent. Since employers sometimes look for teachers in other school systems, in summer-session classes, and elsewhere, teachers will find it helpful not only to prepare in service for other positions they hope to secure, but also to make their availability known in appropriate places.

In order to make his availability for a position widely known, a teacher will often find it helpful not only to register with several placement services, but also to write to his friends and acquaintances in different school systems and to educational officers who may know of vacancies. Thus, a teacher of vocational or special subjects may often receive helpful suggestions from the State directors or supervisors in his field. These officials may usually be reached at the offices of the State department of education or of the State board of vocational education. Occasionally he may also find it to his advantage to confer with other persons who have frequent contacts with school officers and to look for newspaper items concerning changes in public-school officers and teachers. Many teachers have secured positions through contacts with school



Deferred Careers

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In your long-range planning of careers, many of which may have to be temporarily deferred, don't overlook the advantages of life insurance as a career. Today, as always, there are a number of openings in this typically American business for men and women who not only wish to succeed, but who wish to make something worthwhile out of their lives.

For details about types of positions available in The Guardian Life, you are cordially invited to write the President.

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officers in attendance at educational gatherings.

After vacancies are discovered, written applications should be promptly and carefully prepared and personal interviews with employers should be arranged when practicable. Personal recommendations directly to employers are helpful if wisely used.

Securing Positions in Colleges

The following are among the methods used most frequently to secure college positions:

1. Making one's availability known to friends and acquaintances on college staffs who select or recommend the appointment of faculty members; that is, to department heads, deans, and presidents.

2. Registering, or bringing one's registration up to date, in the universities in which

graduate work was completed. Often university teachers and administrative officers can assist an applicant not only through their recommendations, but also through their knowledge of vacancies.

3. Securing appointment as an assistant during the last year or two of graduate work; or securing consideration as an alumnus of an institution.

4. Securing the recommendation of the institution in which one is already employed, for a college position elsewhere.

5. Registering in commercial teachers' agencies. A few of these specialize in the placement of college teachers. Some State departments of education also place college teachers, but the number so placed is relatively small.

6. Making personal application or arrang-

ing an interview when a vacancy is believed to exist.

7. Securing recommendations by individual officers, or by registration services of national organizations in higher education.

8. Securing personal recommendations from college teachers, friends, or acquaintances known to college employers elsewhere.

9. Transferring to a new position in a related field, with or without retraining; especially from a teacher-surplus to a teacher-shortage field.

10. Receiving unsolicited invitations from college officers to accept positions. Such invitations are extended most frequently to teachers with outstanding records.

11. Making contacts with college officers in the meetings of learned societies. Occasionally employing officers inspect the membership lists of such societies to secure the names of members who might be interested in new positions.

Relatively few college teachers are required to have teachers' certificates. Such teachers are employed chiefly in publicly controlled junior colleges located in less than half of the States. Possession of the doctor's degree or equivalent preparations is expected of most applicants for the better college teaching positions, although less preparation, ranging downward to the master's degree level, is accepted for some positions.

Lists of some of the placement or registration services that assist applicants to secure college positions will be sent, upon request, by the U. S. Office of Education. For means of securing the addresses of college presidents and deans, see section 9; placement offices, section 3.

Securing Teaching Positions in United States Territories, Outlying Possessions, Indian Schools, and Other Federally Controlled Areas

Applicants interested in securing teaching

or other positions in professional education in the Federal Government usually must secure them through Civil Service. Interested persons may secure information concerning vacancies in fields for which they are prepared, from the Civil Service Commission, Washington 25, D. C., or from the nearest regional office. Regional offices are located at Boston, New York City, Philadelphia, Winston-Salem (N. C.), Atlanta, Cincinnati, Chicago, St. Paul (Minn.), St. Louis, New Orleans, Seattle, San Francisco, and Denver. Address the Civil Service Regional Office, c/o Regional Director, in any city listed above. Announcements of vacancies are frequently posted on college and post office bulletin boards, and in other public places.

Information concerning teaching appointments and working conditions in the following places may be secured from the officers or agencies mentioned.

Puerto Rico: Commissioner of Education, San Juan.

Hawaii: Superintendent of Public Instruction, Honolulu.

Canal Zone, Isthmus of Panama: Panama Canal Office, Washington, D. C.

Virgin Islands: Governor of the Virgin Island, St. Thomas.

Alaska:

1. *Public schools*: Address the Commissioner of Education for Alaska, Juneau, Alaska.

2. *Schools for natives*: Address the Commissioner of Indian Affairs, Merchandise Mart, Chicago 54, Ill.

United States:

1. *Indian schools*: The Commissioner of Indian Affairs, selects, after examination by the Civil Service Commission, Washington, D. C. Address the Commissioner of Indian Affairs, Merchandise Mart, Chicago 54, Ill.

2. *War Department*: For information con-

cerning civilian teaching positions under the jurisdiction of the War Department, confer with or address the nearest Civil Service representatives; or address the Civil Service Commission, Washington 25, D. C. If close to some military establishment, information may be secured from the Commanding Officer.

3. *Navy Department:* Information concerning available civilian teaching positions may be secured from the Commandant of the naval district in which employment is desired. Lists of these officers and other information may be secured also from the Navy Department, Director of Civilian Personnel, Employment Branch, Washington, 25, D. C.
4. *War industrial centers:* Local public-school officials, and not the Federal Government, employ the public-school teachers and other personnel in war industrial centers

and in most extended school service centers for children of working mothers. Positions in such centers are secured in the same way that public-school positions in general are secured. Address the local superintendent of schools. Teachers in philanthropically and privately supported schools are selected by the officers in charge of such schools.

Application for District of Columbia Teaching Positions

Applications for permanent positions in the public schools of the District of Columbia should be addressed to the Board of Examiners, Franklin Administration Building, Thirteenth and K Streets, NW., Washington 5, D. C. Applications for positions as temporary or as substitute teachers may be made to the assistant superintendents respectively in charge of the high schools, the junior

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high schools, and the elementary schools, Franklin Administration Building, at the foregoing address.

Causes for Failure to Secure Appointment

Although lack of qualifications appropriate to the position desired is probably the most common cause for failure to secure employment, qualified teachers often fail to secure notifications of vacancies, and responses to their applications for positions. Such teachers may have inadequate sources of information concerning teacher vacancies, they may be unwilling to go where vacancies exist, or they may demand salaries and working conditions which employers do not provide. Specific difficulties include: Registration with ineffective placement offices, including some offices located in areas of teacher surplus; application for position in areas of marked teacher oversupply, as in large cities or high-salary areas; application for positions in subjects for which there is little demand for teachers; advanced age, applications where certain personal, racial, religious, or other characteristics are unwelcome; and poorly written letters of application, unfavorable impression in interviews, or bad management in making applications. Many of these conditions can be remedied. For illustration, the applicant can register in additional teacher-placement offices in areas where teaching vacancies are likely to exist; extend his search for a position to school systems outside of areas where there is a teacher surplus; secure additional preparation in his minor subject or in other subjects for which teachers are in demand; and secure expert assistance in applying for positions. To overcome the common handicaps of poor teacher distribution and of ineffective placement services, it is often necessary for teachers to work intelligently, vigorously, and persistently to secure positions appropriate to their qualifications.

Addresses of School Officers— Directories

Applications for teaching positions in school systems should be addressed to the superintendents of schools; in independently organized schools, to the principals; and in colleges, to the presidents or deans. The names and addresses of most of these officers are given in the U. S. Office of Education *Educational Directory*. The Directory is published annually, and is in 4 parts: Part I, Federal, State, and County Education Officers; Part II, City School Officers; Part III, Colleges and Universities; Part IV Educational Associations and Directories. Order from the Superintendent of Documents, United States Government Printing Office, Washington 25, D. C. The price of each part at this time is 10 cents, except Part III, which is 20 cents.

A number of state departments of education distribute directories of State school officers free upon request.

Demands for Teachers in Different Subjects and Grade Levels

Applicants for positions who wish to compare the demands for teachers in different fields, and students who are choosing major or minor teaching subjects, may ascertain demands for teachers in each grade level or subject in the regions where they plan to teach, by ascertaining the placement rates in individual college teacher-placement bureaus. For the country as a whole, the highest average annual placement rate for all fields and subjects, 85 percent, was reached in 1941 (table 1). Despite the fact that the supply of teachers has decreased greatly, the placement rate were lower (73 percent and 80 percent in 1942 and 1943), largely because registrants failed to accept the positions offered them, entering instead the armed forces, war industry, and other nonteaching activities. Lower

rates before the war were primarily due to limited demands.

For several years, placement rates on the average have been higher for teachers of elementary grades, and of vocational and special subjects, than for teachers of academic high-school subjects, such as modern languages, history and English.

Various studies show that the greatest shortage of teachers are in rural schools, and in special and vocational subjects that are war-related and often taught by men. Shortage subjects, roughly in descending order, are as follows: Industrial arts, physical education, mathematics, commercial education, agriculture, physics, home economics, chemistry, trades and industry, and music. The demand for teachers is least marked in English, history, and foreign languages.

Table 1

Percentage distribution of 11,568 graduates of 1943-44 placed in full-time teaching positions to January 1, 1945, by 240 higher institutions, and comparable data for 1940-43.¹

Major field or curriculum	Percentages of teacher placements to December 31 (inclusive)				
	1944 ²	1943 ²	1942 ²	1941	1940
<i>Presecondary school—</i>					
<i>Four-year curricula</i>					
Nursery school ..	84	89	100	93	56
Kindergarten ...	80	86	—	87	87
Kindergarten-primary	—	—	94	94	75
Primary grades ..	91	93	—	96	88
Intermediate grades	72	88	92	95	85
Upper elementary grades	90	91	—	91	76
Grades 1-6	82	96	63	94	96
Grades 1-8	86	78	87	93	82
Total	83	88	—	93	—

¹Taken from Goetch, E. W. Eleventh Annual Teacher Placement Survey. National Institutional Teacher Placement Association. Cedar Falls, Iowa, Iowa State Teachers College, 1945, p. (7); and from the Proceedings of the Association, for preceding years.

²Lower placement rates from 1942 to 1944 do not indicate a decreasing demand for teachers, but rather, the failure of registrants to accept the teaching positions available.

<i>Other curricula</i>					
Rural (4-year) ..	97	97	99	98	95
One-year curriculum (rural) ..	98	96	65	91	95
Two-year curriculum	95	93	89	96	94
Three-year curriculum	83	87	46	90	91
Five-year curriculum	77	78	82	79	73
Total	91	92	88	94	—

Secondary school and special fields

Agriculture	68	57	68	92	75
Art	67	74	63	69	62
Biology, botany, zoology	65	67	53	70	46
Chemistry	47	57	21	67	48
Commerce	71	74	70	86	70
English	72	78	67	79	57
French	92	77	46	60	36
Geography	57	46	63	71	46
German	40	67	30	47	32
Health	78	63	62	75	56
History	68	64	57	68	43
Home economics ..	72	80	82	97	83
Industrial education ..	49	63	50	88	91
Journalism	66	67	81	89	47
Latin	86	71	83	83	56
Library science ..	80	91	95	84	75
Mathematics	68	72	63	79	60
Music (public school)	82	82	75	85	78
Nursing (school) ..	29	14	100	93	93
Physical education ..	82	69	63	83	70
Physics	47	51	47	74	56
Science	82	68	50	75	62
Social Studies	70	75	58	71	49
Sociology	60	44	—	59	31
Spanish	75	60	59	54	34
Speech	67	64	54	71	59
Miscellaneous	64	68	—	92	—
Total	73	73	65	80	62
GRAND TOTAL ...	80	80	73	85	71

Teachers' Salaries

The average annual salaries of teachers vary greatly among States, ranging in 1942-43 from \$654 to \$2,697 (table 2). In 1944-45 the national average is higher than the average of \$1,599 in 1942-43.

Salaries vary greatly among schools and local school systems, averaging (1942-43) about \$650 in one-teacher rural schools, \$1,257 in elementary schools in cities of 2,500-10,000 population, and \$2,422 for elementary school teachers in cities of 100,

000 or more. All of these figures have increased since 1942-43.

Salaries in cities are usually 10-15 percent higher in junior high schools than in elementary schools, and 25-30 percent higher in high schools than in elementary schools.

TABLE 2

Average annual salary per member of public-school instructional staff, by States, 1942-43.¹

State	Average salary
UNITED STATES	\$1,599
Alabama	925
Arizona	1,760
Arkansas	756
California	(2)
Colorado	1,462
Connecticut	2,271
Delaware	1,796
Florida	1,219
Georgia	901
Idaho ³	1,115
Illinois	1,817
Indiana	1,606
Iowa ³	1,061
Kansas	1,258
Kentucky	1,014
Louisiana	1,149
Maine	1,031
Maryland	1,786
Massachusetts	2,225
Michigan	1,843
Minnesota	1,457
Mississippi	654
Missouri	1,253
Montana	1,326
Nebraska	933
Nevada ³	1,644
New Hampshire	1,394
New Jersey	2,269
New Mexico	1,296
New York	2,697
North Carolina	1,121
North Dakota	929
Ohio	1,881
Oklahoma	1,270
Oregon	1,532
Pennsylvania	1,745

¹ From 1942-43 reports of State departments of education to the U. S. Office of Education. Includes principals and supervisors.

² No report. In 1937-38 the average was \$2,201. In 1942-43, and at present, the average is probably near the highest of the State averages.

³ Statistics for 1941-42.

Rhode Island	1,944
South Carolina	902
South Dakota	1,047
Tennessee	963
Texas	1,224
Utah	1,680
Vermont	1,045
Virginia	1,151
Washington	1,989
West Virginia	1,279
Wisconsin	1,581
Wyoming	1,137
District of Columbia	2,558
Outlying parts of the United States:	
Alaska	1,927
Canal Zone	1,842
Hawaii	1,993
Puerto Rico	881

Placement in Foreign Countries, Including the Other Americas

Aliens rarely obtain teaching positions in foreign public-school systems. Applications are usually made to the office of the Minister of Public Instruction at the national capital; or if there is no such office, to the main educational offices of the States or provinces. An applicant must know the language of the country, and must secure an official credential of fitness. Positions in private schools or colleges in foreign countries are secured through the church or other organizations in charge. There are relatively few openings. Information concerning the exchange of students, teachers, and faculty members may be secured from the Institute of International Education, 2 West Forty-fifth Street, New York, N. Y. A directory of the chief educational offices of foreign countries may be secured from the Comparative Education Division, U. S. Office of Education.

The United Nations Relief and Rehabilitation Administration, although authorized to employ agricultural, industrial, welfare, and related types of workers for foreign relief and rehabilitation services, was not, in 1944, accorded responsibility for conducting the schools of foreign countries, and did not

attempt to provide teachers for them.

The number of teachers who go from this country to Latin-American countries in order to teach is quite limited. Teachers of English probably have the best opportunities, although teachers of other subjects are occasionally employed.

Properly qualified persons who desire to apply for teaching positions in the other Americas may secure information concerning opportunities by addressing the Division of Inter-American Educational Relations, U. S. Office of Education, Washington 25, D. C. Applicants should be mature, experienced, and successful teachers who have had some

fitting them for service in the other Americas. They should have good health; should be citizens of the United States; should have appropriate language training, including a speaking knowledge of the language of the country; and should be familiar with the history and culture of the country in which they wish employment.

The Division of Intellectual Cooperation, Pan American Union, Washington 6, D. C., supplies general information about the other Americas, including educational conditions in those countries.

Revised March, 1945
Circular No. 224



NOTRE DAME, Ind., March—Two thousand five hundred Notre Dame students now in the armed forces will be seeking employment aid in the immediate post-war period according to a survey completed this week by the Vocational Committee of the University of Notre Dame Alumni Association. At present, 6,200 Notre Dame men are in service.

To meet this employment need, and to assist other Notre Dame men dislocated by reason of the war, the Alumni Association is now planning a nationwide coordinated project based upon a counseling and employment program in all of the major Notre Dame alumni clubs from coast to coast. Each club according to its location and size will set up an employment committee. The Alumni Office at Notre Dame will serve as a coordinating agency for all committees, and will in addition assist those employment-seeking alumni who do not reside within club areas.

According to the survey, 37% of the Notre Dame men in the armed forces will need job aid; 31% feel they will not need job aid, and 32% will return to Notre Dame for further education.

The large majority of those desiring job aid have been graduated from Notre Dame since 1940 having little or no work experience outside of the armed forces. Nearly every student of recent years who was taken away from the University by the armed forces is planning to return to the campus to complete his education, the survey showed.

"The survey highlights the problem of recent graduates. Many of them are married, and, as commissioned officers, are receiving salaries considerably in advance of ordinary civilian starting salaries," said William Dooley, secretary of the Vocational Committee. "The readjustment of such men to employment in civilian life obviously presents a challenging problem to them and to those who are attempting to assist them in the process."

Exclusive of those trained in college for specialized fields, the job survey indicates that desires of young graduates in the armed forces turn toward aviation and industrial personnel work. Stress on aviation is based on training and experience in the air services, and upon the prospects for aviation in the post-war world. Reason given for desiring industrial personnel work is experience of young officers directing groups of servicemen.

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THE STUDENT LOOKS AT MILITARY TRAINING

CHARLES R. WISMER

On February 15, 1945, a "model congress" sponsored by the Civic Forum League, an organization formed at the suggestion of President Robert L. Johnson, of Temple University, to make the youth of America more familiar with its problems, was held at Mitten Auditorium, Temple University.

THE particular problem before this model congress was that of "Universal Military Training" for all males of eighteen years of age. A bill to this effect has been presented to the United States Senate by Senator May of Kentucky and, if passed by Congress, will be effective six months after the termination of the present war.

When the "Congress" assembled at 9:30 A. M., the auditorium was divided into forty-eight divisions to represent the forty-eight states. These states were represented by members from the participating high schools. About a thousand members were present.

The Call to Order

The meeting was called to order by the Speaker of the House, Richard M. Hook, of Swarthmore High School. After the meeting was brought to order, the Star Spangled Banner was sung by a member from Olney High, after which the members joined their sub-committees.

The sub-committees, which met in different parts of the University, discussed these sections and formulated the opinions of the members concerning the various sections of the bill. Each sub-committee had a Chairman, Secretary, Sergeant-at-Arms, Reading and Tally Clerk, Recorder and Faculty Advisor. In all, there were about 21 sub-committees.

The Bill is Discussed

The first section of the bill (Part a) declares that the reservoir of trained manpower, built up at such enormous expense during the present war, should not be permitted to grow empty again as occurred after World War I,

but should be preserved for the peace and security of the future generations.

The main objection to this section was "Why keep a standing army at great expense if this is to be a war to end all wars?"

Part b of Section I states that "All training and service conducted in accordance with this bill shall be without regard to race, creed or national origin of the persons undergoing such training. There shall be no separation of men into units based upon race, creed or national origin."

This was discussed and those in favor expressed the view, that if the men were mixed, it would help to break up discrimination and the whole country would benefit.

The argument against this clause was that some men do not like to associate with those of a different race and creed, and if this is a democratic country they should not be forced to do so.

It was finally agreed to accept Part b without amendment.

The last part of Section I provides that the training system be inaugurated as soon as practicable after the cessation of hostilities in order to utilize national resources and training experience which will otherwise soon be dissipated. This statement led to considerable discussion. It was pointed out that many servicemen will not wish to be reminded of their service for a while. Also, this would mean that some boys, upon finishing their high school education would spend one year in this training program. Many would have lost their desire for higher education at the end of this period. However, after discussion, the "Congress" upon the advisability of the

section and pointed out that the man who had lost his desire would probably not have finished four years anyway.

Section II states that under such regulations as the President shall prescribe every male citizen of the United States and every male alien residing therein, shall, upon attaining the age of eighteen years, or within four years thereafter, be subject to military or naval training, and shall be inducted into the army of the United States, for this purpose alone, for a period of one year.

There was considerable discussion of this section but no agreement favorable to the section was reached. Many of the members expressed the view that it was useless to train an army unless a war was in the very near future, because the men so trained would be too old to fight twenty years later. Others felt that compulsory military training was not effective in preventing war, citing as illustrations the experience of France, Russia, Germany and other European countries. The thought was advanced by some that it might be dangerous to have a large, trained army since it might be used for reasons other than the defense of our Nation.

Section III states that after completing his period of service, the trainee may be called in to active service, by an appropriate act of Congress. There were no disagreements as to this section.

Section IV reads practically the same as Section III.

Section V states that any person who shall violate any of the provisions of this Act, or regulations made pursuant thereto, shall, upon conviction thereof, be punished by imprisonment for not more than two years and a fine of \$1,000. Some members seemed to think that this was not a heavy enough punishment; others thought it was too severe.

Most of the members thought that an ex-

ception should be made for members of those religious sects opposed to the bearing of arms. This was agreed upon and such an amendment was suggested.

Section VI states that this Act shall become effective six months after whichever of the following dates is the earlier: (1) the date of a proclamation by the President that the war is ended, or (2) the date specified in a concurrent resolution of two Houses of Congress. This was not discussed.

Section VII states that all laws, or parts of laws, in conflict with the provisions of this Act are hereby repealed.

Section VIII states that this Act may be cited as the National Military Training Act of 1945. These two sections were not discussed.

The sub-committees were dismissed at 12:00 and did not reconvene until 1:30 P. M.

When "Congress" reconvened, the sub-committees gave their reports and the sub-committee vote. An open discussion was then held, followed by a final vote. The bill was defeated 286 to 149.

This bill is not favored, as may be seen by its defeat, by many of the young men who would be affected by its passage. The motives behind this feeling are not entirely selfish. We are not slackers. We wish to fight for our country and our homes if the need arises, but there is a feeling that compulsory military training would not be beneficial to the group as a whole. It is obvious that a standing army is necessary. There must be some men trained so that, if war again becomes a reality, there will be someone to teach the untrained. However, West Point and Annapolis graduate a number of men every year for this task. Many High Schools have an R.O.T.C. unit and those boys who feel so inclined may join in this activity. Most colleges have some form of advanced R.O.T.C. unit also. Many boys who were the first to go in this war have had much more than a year's training in one of these

groups. Perhaps, it might be wise to encourage this activity more and to make the training more complete. In that way, a large number of young men would be trained each year.

Another plan which might be more acceptable would be one such as Switzerland has enforced for a number of years. In this plan, each man under a set age, say 35 years, attends summer camp for an intensive training

course over a shorter period, at a set interval of perhaps three years.

Though the plan presented is not highly favored by the student, we will naturally abide by any laws which are made for the benefit of our nation and ourselves.

The consensus of opinion—the meeting was both beneficial and instructive to the participants, all in all, a success.



LIBRARY SERVICE FOR VETERANS

The Vocational Information Service of the Minneapolis Public Library gives veterans up-to-date information on business opportunities and trends. It has directories of educational institutions and opportunities in the Twin Cities area and lists of local agencies which will aid the veteran in his vocational and personal problems. The assistant in charge serves part time in the Veterans Information and Referral Office, a community sponsored organization. Referral cards are distributed to the local vocational counselors, veterans organizations, and schools to use in referring their clients to the Vocational Information Service.

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TESTING; PRO AND CON



H. E. STONE, *Secretary of Loans and Placement,
West Virginia University*

Many tests have been presented to the educator, the employer and the employee in the past few years. Their validity and purpose has been questioned by some; accepted wholeheartedly by others. The Placement Director has been only one of a great number of persons to use this method of ascertaining the aptitudes of those who seek his advice and counsel. Dr. Stone herewith presents the views of one placement director.

The First Test

THE first recorded use of a test to select men for a specific task that has come to the writer's attention was, like the Army Alpha and Army Beta tests, used for selection of men for war tasks. In the book of Judges we read that Gideon put the Israelites through a screening test. After eliminating the fearful twenty two thousand, he brought those who remained down to the water to drink. Let the unknown author of this story of testing seven centuries before Christ tell the tale:

"Everyone that lappeth the water with his tongue as a dog lappeth, him thou shalt set by himself; likewise every one that boweth down upon his knees to drink.

"And the number of them that lapped, putting their hand to their mouth, were three hundred men; but all the rest of the people bowed down upon their knees to drink water."

Gideon's alert three hundred put the host of Midianites to rout. They were well chosen by what was an effective performance test of alertness.

What is Aptitude Testing?

How much have we improved on this ancient test? What are we now doing with tests, and what are we still unable to do? Certain-

ly we have gone far since Gideon's day! How far? Perhaps a few preliminary remarks as to such words as "aptitude," "validity" and "reliability," so glibly used by youthful enthusiasts when discussing the glamorous subject we call "psychological testing" will prove helpful.

It is believed that the reader of this brief survey will realize the meaning of lines:

"A little learning is a dangerous thing."

"Drink deep or touch not the Pierian spring."

Since we know that some tests do have some value for some purposes, we shall not go so far as to say that the reading of this short review will prove the validity and reliability of the assertion that—

"Fools rush in where angels fear to tread."

What do we mean when we speak of "aptitude" for leadership, research, accounting, sales work or artistic design? From the standpoint of aptitude testing, we mean a combination of characteristics or traits, both native and acquired, which are indicative of an individual's ability to acquire, with study or training, knowledge or skill required for the learning of a foreign language, the pursuit of a course of study or training preliminary to the practice of a trade, profession or other occupation or to the doing of other specified work.

Psychologists have constructed tests and tested their validity and reliability so that we can at least measure the value of these tools for definite purposes. By the validity of a test we mean "the closeness of agreement between the scores and some other objective measure of that which the test is used to measure. By reliability we mean the self-consistency of scores when the test is given to the same subject a second time."

Test Validity

Since the validity of many tests in current use is rather low, efforts are being made to remedy this by increasing the reliability and adequacy of the measures of success used as criteria. The tester also seeks to measure only traits that are vocationally relevant and to measure the degree of relevancy. Even when tests are discovered and used which accurately measure these traits, there remain unmeasurable traits which may be major factors in determining success or failure on the job. It is little wonder then that there is a wide gulf between the theoretical value of tests as discussed by academic specialists and the estimate placed on these tests by practical business men and industrialists who, as in the period following World War I, are now being urged to make wider use of tests for purposes of selecting and counseling new employees.

It is hoped that the attempt herewith to give an impartial estimate of the pros and cons of testing will bring further contributions of greater value to those charged with administrative and executive problems relating to the tools and techniques that can be used to advantage in educational or industrial personnel departments. The approach is at least realistic and the writer has no vested interests in the testing movement.

An intelligent looking lad of twenty entered the placement office.

"I'm Bill Brown," he said. "I understand

the University is giving psychological tests to help one choose a career. Can you arrange to have tests given to me so that I can decide whether to become a lawyer or a doctor?"

I explained the wide variety of occupations in which various interests and aptitudes can be used by a medical graduate, mentioned the Moss test of aptitudes for the pursuit of medical studies which our pre-medical students take, put some literature into his hands concerning aptitudes for the study of law and medicine and asked him these questions:

If you became a lawyer would you use the profession as a means of advancement in politics or business, open your own office, enter a city law firm, seek to become the trust officer of a bank, become an investigator for the F.B.I., become claim agent for a railroad or insurance company, seek employment with an abstract and title company or teach in a college of law?

If you became a doctor, would you like to become a general practitioner in a small town, or would you specialize in obstetrics, gynecology, pathology, pediatrics, internal medicine or brain surgery? Would you take a salaried job in a public health department or in the U. S. Army or Navy medical service? Would you prefer to become a college teacher of medicine, a medical technician, a hospital superintendent or the editor of a medical journal?

"That's all Greek to me," he replied. "Aren't there psychological tests that I can take which will tell me whether I ought to be a doctor or a lawyer?"

I explained such tests as have been developed that would help, including the Strong Vocational Interest Test, The Stoddard-Ferson Law Aptitude Test and the Moss Medical Aptitude Test which claim only to have some validity and reliability as factors in predicting success in the pursuit of legal and medical studies and not in the practice of law or medicine.

He was told that vocational choice is a process and not an act, that there are no shortcuts to so important a choice, and that economic, personal, social and psychological factors are all involved in the choice of a career. I recommended the reading of books on law and medicine as careers, visits to hospitals and courts, talks with lawyers and doctors as well as teachers of these professional studies.

I think the young man departed a little disappointed but nevertheless appreciative. At least, that youth is thinking and planning and he will eventually make a decision much wiser than that made by many who enter upon long and costly courses because of ambition not always based on facts and reality.

It is commonly agreed that tests are of much less value in vocational guidance, since occupations are legion and tests are few, and many still in the experimental stage, than for hiring workers for specific routine jobs, for trades and for clerical positions. The first involves finding a career suited to the abilities, aptitudes and interests of the student. The second means finding an individual who fits into a given job.

Recently a soap company, considering a senior woman of personality who had majored in accounting sent a paper-and pencil "clerical aptitude" test of speed and accuracy with the request that the writer give it. Only a stop watch was required to give this eight minute test. It was administered promptly and the paper was sent in to the company. By the time it had been corrected in their personnel department and their letter received offering to pay this senior's traveling expenses to a distant city for an employment interview, another company had paid her way and hired her without the delay of testing.

Testing—A Means, Not an End

To what extent are tests the answer to the difficult question, how to select the right man

for the right job? How reliable and significant are they in hiring new employees?

One who remembers the gullibility of employers in the days when character analysis was in vogue will at least be cautious as to tests when offered as a substitute for records of experience, education and more prosaic bases for choice, including the employment interview which has been vastly improved as a technique in the past decade or two.

Character analysis was once a profitable "racket." Let us hope that, in our enthusiasm for tests, we shall not overlook their limitations, while emphasizing their values.

Who Uses Tests?

Industry

Typical views of personnel directors of leading corporations as to the practical value of psychological tests in selecting and transferring employees are illustrated by the following statements recently received:

"In the selection and placement of professional personnel such as chemists, physicists, engineers and business administration majors we have not made any particular use of psychological tests as applied to interests and aptitudes.

"A careful study is made of each individual with reference to his interest in his major subject, his work habits, his college records both scholastic and extra-curricular, and his personality and personality traits. From the results of this and related information and a knowledge of the personal characteristics and training required for a given beginning position, a selection is made.

"Over a period of time from 1929 to 1941, several hundred professionally trained young people were taken into the company by the procedure just outlined. This period represents good times, the depths of depression and the beginning of war-time conditions. At the end of this period 85 per cent of the young

people who joined us in previous years were still in our employ. Some of the older ones hold positions of great responsibility."

The psychologist in the Department of Industrial Education of one of our large automobile manufacturers reports the use of tests of vocational interests, verbal and non-verbal ability, personality, clerical promise, technical information, dexterity, space relations, mechanical aptitude, observation, art judgment, practical judgment and special temperament traits.

These tests are given to apprentices, factory employees, salesmen and war veterans. There is little evidence of their use in selecting or placing college graduates in engineering, business administration, medicine, law and other professional fields. This industrial psychologist says:

"We use tests as an aid to selection, not as final measures of aptitude and ability. This material is used along with varying

types of interviews, which in many cases assume a diagnostic form, such as the Wonderlic, or the Fear and Jordan. Our own program makes considerable use of mental hygiene, but it is given in a course following the selection of apprentices for our apprentice school. It is therefore the guidance use of tests that we stress. This point of view is carried into our junior leader training and is beginning to be used in foremanship training."

The attitude of one of the great airlines is expressed as follows:

"While we recognize the value of psychological tests in both hiring and placing employees, our use of the majority of tests is still in the research and experimental stage."

The training division of this air transportation company has developed its own comprehensive test of personality. Tests of vocational interest, aptitude and achievement are used in

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their engineering, accounting and industrial methods divisions. Among the tests used are the Kuder Preference Record, the Schorling-Clarke-Potter Arithmetic Test, the Bennet Test of Mechanical Comprehension and various standard reading, vocabulary and clerical skills tests.

This company says:

"It is probably a fair estimate to say that the test results are given equal weight with the application form data."

Education

A recent national survey by our office disclosed the fact that only 13 of 29 universities reported the use of tests for purposes of vocational guidance or placement. The Strong Vocational Interest Test, the Moss Pre-Medical Test and the Kuder Preference Test were most often mentioned but only 6 institutions reported practical application of the results of the Strong Test for purposes of vocational guidance or placement.

All but 5 of these same institutions supplied students with occupational information or other guidance aid. Several had built up occupational guidance libraries or shelves in their placement bureaus. Some reported the making of job analyses by their placement bureaus. Many stated that industrial and personnel departments expressed appreciation for the time saved and the increased efficiency resulting when interview schedules for seniors in all colleges and departments are arranged by the central placement bureau for their personnel representatives who visit college campuses. All central placement services reported the use of employer contact files and included in their aims the increase of employer contacts for seniors. Some included drop-outs and alumni in their clientele.

A few typical comments by the Placement and personnel directors of these universities follow:

"Tests should be used early in the college course. They are not very useful when deferred until the senior year."

"Tests are of value as checks on other information."

"Tests have not given us a great deal of information that could not be secured in other ways."

"Tests are of value if considered along with academic records and other data."

"Tests give only one type of evidence."

"Tests are simply indicative. Class experience is far more reliable."

"We depend more on cooperative job experience."

"Tests are of value only as one of many factors that should be considered."

"Tests often give clues, and sometimes they result in a change of vocational aims."

"Tests are another guide but not the whole answer."

Certain measurable characteristics of mental or manual aptitude have been discovered. They are: finger dexterity or manipulative skill, accounting or clerical aptitude, tonal memory, visual memory, auditory acuity, creative imagination, inductive reasoning, hand steadiness, ability to visualize structure, eye tremor, observation, personality and tweezer dexterity. A few others might be added if our standards of reliability and validity are not too high.

Loyalty and what is known as "grit, get and gumption" or "intestinal fortitude" cannot be predicted by tests. Neither can character, integrity, reliability, courage, drive and many other traits that contribute to vocational efficiency. That is one reason why personnel men will never be spared from the tedious work of interviewing, consulting references and transcripts of college records and evaluating experiences.

Types of Tests

Four principal types of tests are used in the process of selecting new employees: 1) tests of interest; 2) of vocational aptitude; 3) of intelligence, and 4) of proficiency or achievement; in this group fall trade tests.

Tests of aptitude or ability include tests of intelligence, or mechanical aptitude, of clerical aptitude, of spatial relations, and of special types of dexterity. Tests also of strength of back, arms and hands, of vision, of color sensitivity, musical aptitude and of visual and auditory acuity, memory span and other abilities and aptitudes are also sometimes used.

Tests of speed and accuracy in performance are given in selecting sorters, packers, business machine operators and stenographers. Trade tests have proved useful in determining the amount of trade knowledge a job applicant has.

Tests of intelligence or mental alertness are of value to employers in selecting workers whose intelligence is neither too low nor too high for the job to be filled. One with intelligence far above that required by a given job will not remain long as a satisfied and interested worker.

Tests of special abilities include tests of numerical ability, verbal and linguistic ability, clerical accuracy, mathematical facility, scientific ability, manual skills, artistic appreciation, social intelligence, constructive and mechanical ability, executive ability and ability in the solution of concrete problems of a practical nature.

However, one must have high general intelligence, artistic ability, some business sense and other qualities to become a successful dentist. The sculptor must have both artistic and manual skills. The engineer must have high intelligence, mathematical ability, ability to perceive spatial relations and other qualities to succeed.

Probably the most commonly used tests of

special aptitudes and capacity are those that measure clerical aptitude, spatial relations, mechanical aptitude and various types of dexterity.

The Testing Laboratory

Now we meet you in the testing laboratory. You have just completed the Meyer-Seashore Art-Judgment Test or the McAdory Art Test. What does this indicate as to your choice of a career? It serves as one measure of your appreciation of form, color and perspective and gives some clues as to your facility in crafts that require artistic imagination. It still remains, however, for you to decide whether you will be an interior decorator, a beautician, a ceramic designer, a sculptor, a stylist, a portrait painter, a designer of jewelry, furniture or clothing, or perhaps a magazine illustrator. The choice of a career still remains with you as well as the finding of a job suited to your experience, training, in-

1787



1945

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terests and preferences as to location, working conditions, opportunity for growth, salary and training facilities. There still remains the necessity of intelligence, tact and judgment in the employment interview. Most individuals are not placed in jobs. They are selected for jobs by personnel men who sometimes use tests, rating scales, photographs and other aids, but almost always insist upon a personal interview, a physical examination and the filling out of standard application blanks, which, if the applicant is hired, form the first entries in the personnel records of the company.

You have just set a record in the Johnson O'Connor Finger Dexterity Test or the Tweezer Dexterity Test of O'Connor. You have rated high in the Minnesota Manual Dexterity Test. You now seek to apply your scores to your choice of a career or to the decision as to the job you hope to get, regardless of conditions of boom or depression, occupational trends and other factors. What careers will you consider? Let's begin with surgery, but before you become a surgeon you must be a doctor and before you become a doctor you must complete a rigid four year course in medicine. Before you can do this you must enter a college of medicine. To gain admission you may have to run the gauntlet of the Moss Test of aptitude for medical studies, show a high grade average in pre-medical studies, pass inspection in a personal interview with the dean of a medical college and, last but not least in difficulty, find a medical college that is not overcrowded. Your manual dexterity could also be used to advantage if you decide to become a dental technician, a dentist, an assembler in a machine tool industry, a horological engineer, the operator of a bank bookkeeping machine, a pianist, a bank teller or a typist. You have proved that you can put pegs into holes with speed, that you can unscramble a scrambled lock or work a picture puzzle, but you still must make your

choice as to the career you will prepare for or the job you will seek.

You have proved yourself "tops" in so-called social intelligence by every known test and rating scale. You have a pleasing personality, are cooperative, helpful and a good mixer. With other traits, including linguistic or verbal ability, persistence, courtesy, tact, ability to analyze the sales points of a commodity, an idea or a service, you might make good as a salesman. You still have to decide whether you should sell drugs, structural steel, farm implements, diamonds or something else. Furthermore your social qualities and your personality will function if you choose a career in politics, teaching, the ministry, social work or personnel work. In fact, so-called social intelligence and ability to deal with people are assets to the airline hostess, the bank-teller, the clerk in your local post office and even to the policeman on his beat. After tests disclose your social ability, you still have your career to choose. And if your social ability is low, why not cultivate it rather than abandon a career that demands it?

In the Minnesota Spatial Relations Test, the Stenquist Mechanical Aptitude Test the MacQuarrie Test of Mechanical Ability or the Kent Shakow Form Board Test, you have exceeded the mean scores published by Bingham. Your record is so good that you have caused the "norms" to be questioned. Tests test only what they test, however, and they tell only what they tell. Only the charlatan will make exaggerated claims of what they can do in vocational guidance or placement offices. Your score would tend to indicate that you might do well as a helper to a skilled worker, an apprentice to a trade not requiring mathematical ability beyond your capacity, a factory machine operator, a successful student in a shop course, or a repair man. Only the spatial relations test has real significance for one who plans to study professional engineering.

You still must decide whether you will become an automobile mechanic, an electrician, a carpenter, a plumber, a sheet metal worker, an airplane mechanic, a watch repairman, a pattern maker or a civil, mechanical, electrical, mining, aeronautical, or chemical engineer. You still need occupational information and help in analyzing your abilities and interests and the advantages, disadvantages, requirements and opportunities in the various occupational fields.

After Testing—What?

You have run the gamut of personality tests, questionnaires, sketches and inventories. The Woodworth Psychoneurotic Inventory and the Bell Adjustment inventory have given you a clean bill as to your emotional adjustment at the time you were exposed to them. They have indicated that you are not anti-social, that you are not at present writing headed for matrimonial disaster or trouble with your associates on the job. You are neither too aggressive nor too dominant, too much of an introvert or an extrovert. In fact, they indicate that your personality is excellent. Your problems as to what to prepare for and how to win promotion are nevertheless not all solved. No battery of tests is a sure shot short cut to the solution of your problem of finding a suitable vocation or a job in which you will render maximum service and gain abiding satisfactions. You might make a good airline hostess but you are taller than any of the job specifications for this work permit. You might make a good secretary to the head of an industrial personnel bureau but you cannot afford the time or money necessary for you to study personnel work as well as shorthand, and you must find work that you can enter more quickly. Your personality would be an asset in sales work or in employment as a receptionist, a hotel or restaurant hostess, a postal employee or a nurse, but you lack the physical endurance, stamina and grit required in nurs-

ing and you have no interest in these other careers. Your heart is set on becoming an accountant or business executive. Your chief need is information about the many occupations open to men and women in the complex world of business and the way to go about making contacts with schools and employers who can help you in the process of choosing, preparing for, entering into and making progress in a business career. When you approach the time for employment interviews, some training in the techniques of the employment interview, in the writing of letters of application and in the strategy of job finding will help you.

Business and Industrial Psychology have performed valuable services and these services are appreciated. The psychologist himself would be the last to object to a fair statement of what tests can do and to what they cannot. We need more testing in industry and in our universities. As supplements to other worthwhile techniques in vocational guidance and in hiring workers, tests are sometimes valuable. As substitutes for these other techniques they make no claim.

Remember, tests test only what they test. They offer no magic short cut to the choice of a life career. They do not make the employment interview unnecessary. Some have high validity and reliability. Many lack these qualities so essential if the use of tests is to get very far beyond the experimental stage and become universal.

If you are not a specialist in psychometrics don't despair. Most of us who work in vocational guidance and placement are not either. Encourage all testing. There are good tests in existence that should be sold to schools, colleges and industry. But remember, the post-war period is no time to rely on astrology, palmistry, character reading, physiognomy or hocus-pocus! Let's not sell more than we have. The industrial and educational psychologist will not. Others should not.

In his "Personnel Management and Industrial Relations," Yoder declares: "To those who have had the least experience with either tests or selection, testing appears as the perfect answer to that most difficult question, how to pick the right man for the right place."

In the preface to his "Aptitude and Aptitude Testing," Bingham says: "Aptitude testing will be seen in its proper setting within the whole process of guidance, where it fills a useful, if subordinate, place."

"The most accurate method of determining the aptitude of an individual for a vocation or other activity is the test of life itself," admits Hull in the introduction to his "Aptitude Testing."

"Tests provide no measure of efficiency, drive, motivation, ambition, skillful use of ap-

titudes, and desire to achieve," declares Williamson, in "How to Counsel Students."

"No problem has yet been solved completely by tests, but a wise use of tests has proved helpful in approaching some of the problems," say Lloyd-Jones and Smith in "A Student Personnel Program for Higher Education."

Moore in his "Psychology for Business and Industry," after recalling the way in which business rushed to the mental test as a short cut for selecting employees, sums up the present situation as to tests in these words: "For the past decade psychologists have been trying to heal the wounds which adolescent enthusiasms incurred and to establish the mental test among the technical, scientific tools of value to industry. Today both business and industry are adopting these tools in a questioning mood but with ever increasing approval."



THE Committee on Teacher Education, the American Council on Education's newly appointed group charged with the responsibility for further implementing the work and findings of the Commission on Teacher Education, announced this week the appointment of Dr. L. D. Haskew as its Executive Secretary. Offices for the committee are located at 525 West 120th Street, New York 27, N. Y.

The Committee on Teacher Education plans to devote its major attention to assisting school systems, institutions, and organized agencies with problems involving the recruitment and education of teachers, bringing to bear upon those problems the experience of the Commission on Teacher Education and its professional staff. Several volumes reporting and analyzing the Commission's experiences are already available, and additional publications are scheduled to appear this year. Those already published are: *Teachers for Our Times*; *Evaluation in Teacher Education*; *Teacher Education in Service*, and *The College and Teacher Education*.

Membership for the new Committee on Teacher Education has been drawn chiefly from the former Commission on Teacher Education. Chairman is Professor E. S. Evenden, Teachers College, Columbia University, and other members are: Professor Karl W. Bigelow, also of Teachers College; Professor Russell M. Cooper, University of Minnesota; Professor Mildred English, Georgia State College for Women; President Charles W. Hunt, Oneonta (N. Y.) State Teachers College; Dr. A. J. Stoddard, Superintendent of Schools, Philadelphia; Dean Ralph W. Tyler, University of Chicago, and President George F. Zook, American Council on Education.

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THE NATIONAL ROSTER OF SCIENTIFIC AND SPECIALIZED PERSONNEL



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GEORGE A. WORKS, *Director*

The following article has been prepared especially for our readers. The National Roster of Scientific and Specialized Personnel is an organization whose name is self-explanatory. The author herewith presents a detailed account of its purpose and uses. We sincerely hope that any of our members who are qualified will make use of the Roster's services.

What and Why

THE National Roster is a division of the Placement Bureau of the War Manpower Commission, which grew out of a recommendation made by the National Resources Planning Board. It was established June 28, 1941 and in its early days it was under the joint auspices of the United States Civil Service Commission and the National Resources Planning Board. On April 28, 1942 it was transferred by Executive Order to the War Manpower Commission. Section 6 of that order makes provision for the National Roster to remain an "organization entity."

The Roster represents an effort to secure the registration, on a purely voluntary basis, of the scientific and specialized personnel of the country. The purpose of this registration is to prepare the way for maximum utilization of this personnel in the country's war effort and in the resumption of normal activities. There are approximately 440,000 registrants at present (March 1945). These registrations were secured by cooperative effort on the part of the Roster and such agencies as: (1) the colleges, universities, and professional schools; (2) the national professional and technical societies; (3) the Selective Service System, which listed Roster fields on a "tear-

off" coupon of its Occupational Questionnaire; and (4) the large industrial establishments that voluntarily submitted lists of their professional personnel.

The Roster and You

The Roster endeavors to keep its list of registrants up to date by annual recircularization and by securing lists of persons receiving degrees from higher institutions. Persons on these latter lists are invited by the National Roster to submit statements concerning their education and experience and if they meet Roster standards they become registrants. Roster registration is not to be considered as the equivalent of a civil service list as large numbers of men and women register with the Roster who are not interested in securing a position in industry or the government service. They have registered with the idea of making their services available in case their country should need them, in positions in which they could increase their contribution to the war effort by accepting an assignment other than the one in which they are engaged.

The need for an agency similar to the Roster was sorely felt during World War I. The need has also been recognized by Canada, which has its National Register, and by Eng-

land with its Central Register. In the last few weeks a special committee of the English Ministry of Labour has made a report on "higher appointments." The conclusions it has reached and the recommendations made parallel very closely those that have grown out of the experience of the National Roster.

The activities conducted by the Roster have of necessity been adapted to the changing demands of the war effort. It has effected the placement or change in employment of approximately 50,000 of its registrants. These changes have been effected to industry directly and through local United States Employment Service offices; to the Government through the United States Civil Service Commission and directly to extra-governmental agencies such as the United Nations Relief and Rehabilitation; Administration; directly to colleges and universities and to the Army and to the Navy. This phase of the Roster's work is beset by increasing difficulties as it is impossible to supply names of available persons for more than a fraction of the requests that are received. At the moment the Roster makes referrals only to the Army, the Navy, and war industries. At present the main problem of the Roster's recruitment.

The Roster has had close relationships with the Selective Service System. Occupational Bulletin No. 10 was issued June 18, 1942 by the Selective Service System. This document was based on a survey conducted by a Roster

committee, the chairman of which was Mr. Owen D. Young. The bulletin listed professional and scientific occupations and authorized special consideration for deferment of male registrants of the Roster qualified as already being trained or receiving training in the fields listed. In the professional and technical fields the findings of the Roster were the basis for their inclusion in the List of Critical Occupations issued by the Chairman of the War Manpower Commission and used as a guide by the local Selective Service boards.

Advisory Committees

At the time the Selective Service System issued Activity and Occupation Bulletin No. 35 the Roster was authorized to set up advisory committees in physics, mathematics, engineering, chemistry, and chemical engineering. These committees sent advice directly to local boards concerning the professional qualifications and importance of the work being done by registrants in these fields. Subsequently the War Manpower Commission issued a List of Critical Occupations, which was adopted by the Selective Service System as a part of its regulations. Part II of this list was limited to professional and scientific occupations. It was prepared by the Roster and accepted by the War Manpower Commission's Committee on Essential Activities.

The recommendations made by the Roster covering professional and scientific occupa-

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tions were based on surveys made by specialists on its staff. In addition to the Army, Navy, Federal, state and local governmental agencies and colleges and universities, approximately 18,000 industrial establishments and 700 research laboratories were included in these studies. The purpose of these surveys was to secure as accurate an inventory as practicable of the available supply of professional and technical personnel as well as anticipated needs.

In January 1944 the Selective Service System established a student deferment program. Under this program deferments were placed on a quota basis with a limit of 10,000 in the fields of chemistry, engineering, geology, geophysics, and physics. Quotas were also set for pre-professional students in medicine, dentistry, veterinary medicine, osteopathy, and theology. All requests for deferments had to be passed upon by specialists in the respective fields who were on the Roster's staff. The full cooperation of the colleges and universities made it possible for the Roster staff to conduct this phase of its work.

The Roster and Military Services

At the request of the War Department, arrangements have been made by which the Roster advises the Adjutant General's Office regarding the special qualifications of registrants who are inducted into the Army. This information has been used in determining the registrant's original military assignment. Similar advice has also been rendered the Bureau of Naval Personnel. There are approximately a hundred cases a month at present that are certified to the Army.

The Roster, at the request of the Army, has undertaken the preparation of vocational guidance materials in approximately fifty professional fields. These materials are designed for the use of men in the service who are giving consideration to post-war plans.

In March 1945 the Chairman of the War

Manpower Commission and the Director of the Selective Service System designated the National Roster of Scientific and Specialized Personnel to act as the Government certifying agency for the endorsement of requests for the deferment of certain teaching personnel under 30 years of age in institutions of higher learning. This action provided that in order to be eligible for certification an individual must be professionally and scientifically qualified in a field of knowledge included in a specified group. It was further stipulated that the individual must be engaged in full-time teaching or in combined teaching and essential research in the field of knowledge.

The Veteran's Place in the Roster

At present the Roster is cooperating with the Army and the Selective Service System in making available to discharges, at the Separation Centers, information concerning the assistance the Roster is in a position to render ex-service men and women in securing appointment to professional and semi-professional positions.

A few examples of the type of requests received and of the personnel supplied by the Roster may help to give vividness to the foregoing general statements concerning the activities of the Roster. The India Supply Mission recently sought a professor of aeronautical engineering to serve in the India Institute of Technology. His services were needed in the instruction of British and American soldiers in the China-India-Burma theater. A machine "run" revealed that there was no registrant with the necessary qualifications in this field who was not already engaged in a critical activity or who was interested in a new position. The Roster officials, however, persuaded one of the largest airport establishments to release a man for the assignment. The U. S. Commercial Company, a subsidiary of the Reconstruction Finance Corporation, was in need of purchasing agents with a

knowledge of French and the dialects of the Near East. They were needed in Iran, Iraq, and the Congo. Sixteen men who possessed the desired qualifications were found. Again, the Office of Economic Warfare asked for the names of six horticulturists who possessed a speaking knowledge of French. These men were to be sent to North Africa to assist in the development of the vegetable industry, thus reducing the necessity for importing fresh vegetables from this country to supply American troops in that area. The Roster located twelve qualified men.

In conclusion it may be said that at the moment the Roster has approximately 440,000 registrants and since it began its operation has referred to specific vacancies and for consultant services approximately 175,000 registrants. These references have resulted in an estimated 50,000 placements. The major fields

covered by the Roster are: the biological and agricultural sciences, the physical sciences, the engineering sciences, management and administration, the social sciences, architecture and planning, and languages. In addition to the requests from the Army, Navy, and higher educational institutions calls have been received from such war industrial establishments as DuPont, General Electric, U. S. Rubber Company, Boeing and Glenn-Martin, to give a few examples of the many that have come to the Roster. These achievements of the Roster to date are to be credited to President Leonard Carmichael of Tufts College, the Roster's first director, and the staff and consultants he assembled to conserve our country's scientific and technical personnel and to assist the Army, the Navy, and the war industries to realize the maximum contribution of this personnel toward the winning of the war.



THE Brazilian Educational Commission, which is touring the United States studying methods of teaching in our scientific schools, selected the Philadelphia Textile Institute for inspection on education in textiles.

Their interest was particularly directed to the high standard of entrance requirements, including psychological and aptitude tests, the scope of instruction, and to the methods by which this textile college has been able to co-ordinate the teaching of theory and principles with practical instruction in the arts of textile manufacture.

In a hurried inspection the visitors were shown how the formal classroom instruction in each department was tied in with the actual fabrication of the goods. How, for instance, at the outset the student is set to work upon a hand loom, thus paralleling his classroom instruction with actual practice.

It was pointed out that it was not the intent of the school to produce skilled operators, but to drive home a thorough acquaintance with the underlying principles by actually doing every operation that enters into the making of textiles. This embraces the making of designs, the selection of colors, the dyeing of yarns or completed fabrics, the spinning, blending, finishing and testing of the various fibers and yarns and fabric formation, and the manipulation from the cotton lap or the bag of wool to the marketing of the finished products.

IT IS HAPPENING HERE

Two hundred and ninety veterans are receiving educational benefits provided by the Government. Coming from many different fields of battle, these men seek instruction in every department of the University.



By GEORGE A. MACFARLAND, *Professor of Accounting and Director of the University Advisory Council for Returning Service Men*

There have been many articles written lately on the advantages offered by the various universities to those veterans returning to the classrooms from the far-flung battlefronts. The following article is an account of the experiences one university, the University of Pennsylvania, is having with the 290 veterans who have already returned. The author, himself a graduate of the University of Pennsylvania, served as an Assistant Professor and Professor of Accounting, Wharton School of Finance and Commerce, before becoming Chairman of the Accounting Department in 1937. In 1942 he left that post to serve as the University of Pennsylvania Liaison Officer with the Army and Navy. He is, at this time, Director of the University Advisory Council for Returning Servicemen.

Mr. McFarland is the author of two books: A FIRST YEAR IN BOOKKEEPING AND ACCOUNTING (with Irving B. Rossheim), ACCOUNTING FUNDAMENTALS (with Robert D. Ayars).

IN thinking of students returning to the campus as veterans of the war, it seems fair to relate this happening to the time of their departures. Students have been leaving the University for the armed services since before Pearl Harbor. They continue to do so. The 17-year-old ones go off as they become 18. But the most dramatic departure was on and immediately following Washington's birthday, 1943. The call to active duty by the Army of about 600 Enlisted Reserve Corps men and the departure of those students on February 22, 23 and 24, 1943, with some groups of approximately 100 each leaving in the misty gray of seven in the morning, from Houston Hall, really constituted a mass exodus. Washington's birthday, 1943, therefore, supplies an interesting date from which to time the return of discharged service men.

Within nine months, November, 1943, at least two veterans had returned to resume their studies. One of these veterans had left the campus a year before. He had had one term here after having had two terms elsewhere. By taking advantage of the accelerated program, he should obtain his degree in June,

1945. Incidentally, he is making an excellent record. He will not be the first veteran, however, to obtain his degree. The other veteran who was back in November had gone out with the Army ERC in February, 1943. He had five terms to his credit when he left. By taking the accelerated program he completed the remaining three terms and was awarded his degree at the Convocation in October, 1944.

Before July 1, 1944, the University, as far as is known, had only three veterans. During the Summer Term, which began in July, 1944, the number increased to 23. One of these men dropped out, but not for scholastic reasons. The records of the other 22 for the term, were, on the whole, very creditable. All of them went right on into the present Fall Term.

The fall semester which started November 2, 1944, found 290 veterans in attendance, distributed as follows:

In the Professional and Graduate Schools.....	114
In the Undergraduate Schools	118
In the Part-time Schools (C. C. C. Evening and Extension)	58
Total	290

The distribution of these veterans by schools is:

Graduate and Professional:

Graduate Medicine	5
Medicine	9
Dentistry	69
Veterinary Medicine	5
Law	9
Graduate Arts and Science	7
Wharton Graduate Division	8
Education Graduate Division	2
Undergraduate:	
College of Arts and Science	16
Wharton School of Finance and Commerce	68
Towne Scientific School	9
Fine Arts	5
Education	9
College of Liberal Arts for Women	2
Part-time:	
College Collateral Courses	15
Evening School of Accounts and Finance	41
Extension School	2
Total	290

The number of veterans in the Dental School rates an explanation. When the Army discontinued its dental training program, it released some men "at the convenience of the government," that they might continue their dental training as civilians. Some of these men, having had previous active service in addition to the Army Specialized Training Program, were therefore entitled to educational benefits as veterans.

Analysis of the figures above shows that 14% of the men undergraduate veterans entered the College of Arts and Science, 59% the Wharton School, and the other 27% distributed themselves through the four other technical schools, Towne, Moore, Fine Arts and Education. . . .

Various Areas Represented

Among the veterans on the campus are representatives from the various theaters of war such as the Pacific, Africa and Sicily, and from service with the fleets on the several seas, and service in the air.

The attitude of the veterans with respect to the federal laws under which they are continuing their education is one of appreciation. They are pleased that a thoughtful and grateful people through their government have made it possible for them to carry on their training. Some are quite frank in saying that they never would have attended college except for the benefit of these laws.

With respect to their studies, they are serious. Those in the undergraduate schools average about 22 years of age, four to five years older than incoming freshmen. They reflect the extra maturity and experience. So far, it has not been necessary to drop a single one for scholastic reasons, a fact which in itself indicates their serious purpose. Four, in the part-time schools, withdrew during the term because of changed conditions or hours of work. Nine in the graduate and undergraduate schools withdrew or obtained leaves of absence, some because of health, others for domestic or readjustment reasons.

No Segregation

Veterans are not being segregated in the

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BUY U. S. WAR STAMPS AND BONDS

class rooms, dormitories or in activities. The titles of the two acts under which they may be sent to school are Rehabilitation and Readjustment. Segregation would seem out of line with those purposes. As one veteran put it, "How I wished for the first two months that I was in classes only with other veterans, but how glad I am that that was not the case. I feel quite at ease now in any company."

A Veterans' Contact Office is maintained on the first floor of Logan Hall, near the center of the campus. To this office the student first reports with his Veterans' Administration letter of authorization, and to it he is encouraged to return whenever he feels the office may be of help for further contacts with the Veterans' Administration or for guidance and counseling within the University.

President George Wm. McClelland has appointed an Advisory Council for Returning Service Men. The council includes the director of the University Health Service, the dean of Admissions, the chaplain and the dean or the personnel officer of each undergraduate school. As director of the council it is a pleasure to acknowledge how helpful the members of the council have been and how understandingly they have advised the veterans in their respective schools. Veterans' current problems are different in many ways from those we, as University advisers, had been accustomed to. Readjustment from the military to college life is a more difficult matter than the adjustment from high or preparatory school to college life. Occasionally a veteran reports that the return to civil life is as difficult an adjustment to make as was the original shift

from civilian to military status. In addition, these men are older and more of them are married and have family responsibilities.

The veterans on the campus now are but a sample of the numbers to be here later on. The university experiences of these men and our experience with them will be very valuable for the future.

The University is a large organization with many experts and these are being called on as necessary, i.e., the veterans who withdrew for health reasons did not do so until they had been referred to and had the advice of the Department of Student Health; those who withdrew for failure to adjust themselves had the benefit of expert counseling service. The advisers did not limit their counseling to the immediate present but thought of the future even to the extent, in one case, of locating the veteran in a position where his condition should be definitely improved. One veteran, over 25 and here on a year's refresher authorization, has made such progress within himself and with his studies that he has obtained a fine, full-time position to begin at the end of the current term. His withdrawal at that time will be a happy occasion for him.

Throughout the University the attitude with respect to veterans is one of service. It has been gratifying to hear those who have withdrawn speak so highly of the faculty and say they were glad they came and that they were leaving both benefited and with the highest regard for Pennsylvania.

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COLLEGE STUDENTS LESSEN THE LABOR SHORTAGE

It has long been a recognized fact that many students work while attending college. Recently Kent State University in Kent, Ohio, conducted a survey among its students to find the reasons and consequences of employment among the students. The author of the article, Director of Appointments, L. H. Munzenmayer, herewith presents his findings.

The Student Works

FOR several years there has been some evidence accumulating which indicated that college students were working while attending school. There was in Kent State University a lack of definite information as to how many students were working part time. Also there was little evidence as to how many hours students worked, or where their services were rendered.

During the fall quarter of 1944-45 a questionnaire of a single page was prepared and submitted to the entire student body. Directions on the page were that every student was expected to fill the blanks and return the questionnaire. It was made clear that the blanks were to be filled irrespective of whether the person filling the questionnaire was working or not. The page was so arranged that returns might be grouped on the basis of sex, college enrollment, i. e., liberal arts, business or education.

The student was to indicate the number of hours worked each day and the total for the week. Likewise he was supposed to make clear where he was working. The blank was also arranged so as to convey information as to the scheduled number of class hours work carried in the University. Other questions had to do with the degree of interference that work caused with college function and class work. Reasons for working were to be checked. Likewise, the student was to indicate whether or not he found the work interesting.

Returns were not uniformly good, but from the entire University student personnel a seventy six good per cent response was secured. There is reason to assume that the sample is adequate enough to make reliable generaliza-

tions for the student body as a whole. When broken down into information about registrants in colleges, less dependency may be placed on the adequacy of such samples.

The Number and the Time

The tabulated returns show that thirty-five per cent of the total student body is employed on a part-time basis. Part-time as here used means that the student works on the average of two up to forty-five hours per week. It is surprising to note that approximately a third of a student population in excess of eight hundred could and would be employed in a small urban area. The study revealed that over three-fourths of those working were employed in or very near the city of Kent. Only twenty-three per cent were working outside the city. Many of the students making up the latter classification were working in their home communities over week ends. A limited number worked a full weekly schedule of forty-four hours. However, the average amount of time spent in work each week for all students working part-time was found to be nineteen hours.

It was assumed that perhaps working part-time interfered with college activities, so a question was submitted on that point. Returns indicated that twenty-eight per cent of the students working found that their work schedules did cause them to miss college functions. About ten per cent of the respondents indicated that because of working they did not have adequate time for class work. The same per cent found that the work schedule caused them to have an irregular schedule for meals and that work caused them to have an inadequate amount of sleep. It is thus apparent that for some students part-time work does hinder a normal college life. In fact, for some of them,

work may be a positive hindrance to good health.

Interesting Experience

One of the significant findings was the per cent of students who found the out-of-class experience interesting. Ninety per cent of all the students said that what they were doing on a part-time basis was interesting to them. This may lead to the conviction that perhaps the work itself may not have been especially fascinating, but that the change from school work was a desirable change. However, many of these students were working in fields similar to their major or minor class work in the University.

Why They Work

About forty per cent of the students who were working said they were doing so because of necessity. Only ten per cent were employed because they were seeking experience. While this is a small part of the total it is nevertheless an important consideration for these students. In many instances, this experience record will prove invaluable in securing employment following graduation. More than fifty per cent of the students gave reasons other than necessity and the desire for experience as reasons for part-time employment. Chief among these miscellaneous reasons was that of aiding the war effort.

The returned questionnaires from men enrolled in the University indicated that fifty-five per cent of the young men were working part-time. These men carried almost a full schedule of classes as the average number of hours carried was found to be sixteen. On the average these men worked four hours per day and twenty-one hours each week.

Almost two-thirds of the men working had employment in the city of Kent, while the remainder found work elsewhere. The home community was the source of employment for a large part of this third of the employed men.

Less than fifty per cent of the boys indicated that work schedules caused interference with college functions and normal living.

While the percentage of the entire working student group ranked high relative to interest in work, the men as a group tended to lower the percentage, since only about two-thirds said that they found the work interesting. Almost three-fourths of the men said they were working because of necessity.

The situation relative to the young women who were employed differs in some respects rather widely from that found for the men. In the first place, over eighty per cent of the women returned questionnaires. From these returns, it was found that one-third of the women were following a part-time work schedule.

The Women Work

The average college load of the women students who were working was almost as large as that of the typical student who is not employed on a part-time basis. Seventeen quarter or term hours was the average load of the girls working part-time.

On the average the girls worked three hours per day and eighteen hours each week. Eight out of ten girls working found employment in the city of Kent. Many of these young women were employed in some division of the University. Some work in the library, some in the

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dining hall, and some in various departmental offices.

About one-fourth of the women responding indicated that work schedules caused them to miss some college functions. A similar number explained that working schedules interfered with sleep and meals. Less than ten per cent found that work interfered with class preparation.

In contrast to the men respondents almost all the girls found the work they were doing interesting. This may be explained by the fact that often the girls were interested in reactions of persons with whom they worked rather than the actual job itself.

One girl in three said she was working because of actual necessity. Various other reasons such as the desire for experience, helping with the war effort, to be busy, and to lessen the burden of parents, were given.

This investigation indicates that more than one-third of all students in the University are working while going to school. A higher percentage of men than women are employed on the part-time basis. The percentage is fifty-five for men and thirty-three for girls. Also, the men work a few more hours per day and each week than do the women.

Transportation and other factors seem to make it easier for men to work outside the city of Kent, but on the whole about two-thirds of all students employed are working in the city or on the campus.

Both men and women feel that working does interfere in some degree with college func-

tions. Likewise, the routine of daily living is made irregular by work schedules in a limited way.

The women as a group indicated that work proved interesting to a greater degree than was the case with the men. More of the men than the girls explained that for them work was necessary if they were to remain in college.

A limited check of scholastic attainments of working students indicated that on the whole their marks were somewhat better than the rank and file of all students in school.

This investigation has shown that students may work part-time without serious injury to college experiences and scholastic attainments if the college load is not excessive. It would be unwise for a student to work more than twenty or thirty hours each week unless his class schedule were reduced considerably from the normal load. Students who work part-time must expect some interference with a normal college life.

Evidently many students must decide to work part-time or not have a college experience at all. For many of those who have had part-time employment the experience has paved the way for post school positions.

Experience has shown that generally it is unwise for an entering freshman to work until he has made satisfactory adjustments in college. Likewise, evidence has been gathered which shows clearly that some supervision of working schedules and class schedules is desirable.



AMONG the many interesting fields which will be presented to students at the 11th Annual Career Conference at Temple University on Saturday, April 21, we notice "The Christian Ministry and Workers in the Church," "Fine Arts," "Medical Technology," "Metallurgy," "Real Estate," "Veterinary Medicine," and "Creative Writing." These subjects strike us as being fields which have risen to prominence as professions or careers only in the past few years. They are all excellent fields and it would be well for the undecided student to consider any one of them.

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WHAT THE ASSOCIATION CAN MEAN TO HIGH SCHOOLS THROUGHOUT THE COUNTRY



FRANK R. MOREY, Supervising Principal,

School District of Swarthmore

The Association has had many requests lately from Secondary schools throughout the entire nation, asking for particulars on our organization and its relationship to them. Here we present an article first printed in Volume II, No. 2. The author, a native of York, Pennsylvania, is at present Supervising Principal of Schools, Swarthmore, Penna. He secured his B.S. degree from Penn State, his M.A. from Teacher's College, Columbia University, and has taken graduate work in Education at the University of Pennsylvania. He is a Past President of the Southeastern Convention District, P. S. E. A., of the Delaware County Teachers' Association. Mr. Morey was formerly a member of the staff of the Department of Public Instruction at Harrisburg.

DESPITE the heavy enrollments of students in our many American institutions of higher learning, the high school still remains the agency of final formal instruction for over four-fifths of the boys and girls of our land. Attention is therefore quite properly being directed to the improvement of services and facilities of placement by our educational institutions of secondary school level. In so many of them the curriculum offerings, the guidance programs and placement practices are out of date and short of the needs of today's rising generation.

In thinking of the opportunities before this Association in working with high schools, we must remember that the needs of high school students encompass the needs of all youth, for compulsory attendance laws have brought virtually all young people of secondary school age into the school. Our problem then is to examine the needs of youth, with especial reference to the assistance that can be brought to those now in secondary schools. Basically, such needs include:

1. A feeling of being needed; they must be needed in their homes, in the communities, in the nation. They must count for something, they must feel important and useful.
2. Interesting experiences; these must in-

clude work, which is satisfying in and of itself; compensation, which brings an understanding of the value of money and practical economics.

3. Sound health, both physical and mental, for they are inter-related. Individually and nationally good health is a supreme need of wide implications.
4. Recreational opportunities that augment and supplement the other vocational, social, and civic activities of youth; that build character rather than degrade it; that enrich life rather than lower.

An effective program of placement requires thoughtful attention to earlier conditions; before placement there must be adequate training in skills to make the worker worthy of his hire; before and with this training there must be the satisfactory development and adjustment of the individual in personality and health; he must be developed as a citizen; and he must have an adequate program of guidance in vocational choices so that later he may not be found to be a misfit.

Training and Placement Agencies

Today there are a number of agencies working on state- or nation-wide programs of training and placement. Attention is called to several of these.

The National Youth Administration has recently undertaken an extension of its work program which includes job training in needed defense trades and subsequent placement in industrial plants and business houses. Dealing as it does with out-of-school youth, this program tends to meet the needs of those who, because of inadequate guidance or wrong intentions, either did not secure trade training, or who could not because of the non-availability of vocational schools, grossly inadequate for the needs of present high school youth. Good work is being done by the N. Y. A. workcenters. However, the public must not become apathetic and ignore its obligation to see that local school boards provide vocational schools where needed.

The American Youth Commission of the American Council on Education has published a number of valuable studies on youth problems, job finding, occupational placement, and educational counseling. Some of the most valuable for the consideration in placement are: *Youth Work Programs, Matching Youth and Jobs, What the High School Ought to Teach, Work Camps for High School Youth, and Wanted: A Job*. These are authoritative publications deserving wide study and extensive acceptance.

In cooperation with the National Occupational Conference, thirteen school superintendents studied problems of occupational adjustment at first hand in their tours of leading American cities. They emphasized the close relationships existing between adequate training, effective guidance and wise placement.

A leading magazine that has provided valuable leadership in the field of guidance and placement, is *Occupations—The Vocational Guidance Magazine*. Its published articles include such topics as "Guidance and Placement of America's Youth," "Occupational Adjustment," "Seattle Meets Occupational Needs," "The New National Occupational Information and Guidance Service," "Cooperative Place-

ment Service for Juniors," and "Youth and Labor; A Symposium."

The principal task of organized placement and job-finding falls to the Federal, State, local, and private employment agencies. While many youths secure jobs on personal application or through friends, the more extensive use of public and private employment facilities will provide efficient, time-conserving, and thorough fitting of men and women to jobs. The work of the public employment offices is stated in a recent federal publication:

"Workers need jobs and employers need workers. Public employment offices serve both. About 1,600 such offices have been set up in cities and towns throughout the country to bring together job seekers and job openings quickly and efficiently.

"In a single day an employment office may register an architect, a tap dancer, a typist, a plumber, a fashion artist, a factory manager, a cook . . . and many other kinds of craftsmen, clerks, and laborers. By carefully investigating each worker's qualifications and each employer's requirements, the employment office saves time, trouble, and expense for both. It helps employers find workers who know their jobs and helps workers locate jobs for which they are fitted.

"Employment service is part of the national Employment Security program, operated jointly by the States and the Federal Security Board. Each State, the District of Columbia, Alaska, and Hawaii has its own employment security program which provides public employment service for all job seekers and employers, and unemployment compensation for insured white-collar and industrial wage earners."¹

Attention will here be directed to the problems youth faces in its post-high school efforts at job-getting. The guidance work of the school, whether extensive or meager, has been

¹ *Matching Men and Jobs*, published by the Social Security Board, Federal Security Agency. U. S. Government Printing Office.

done. The educational or training period has been completed. The young people are leaving school either because of graduation, or earlier termination due to any one of several causes. The need of self-support demands that a job be found. Studies have shown that if individuals are not to join the chronically unemployed, the job must be found soon. What placement services are available, and how may they be used and improved?

The state employment offices are willing to aid youth secure employment. When the worker "registers," his name is placed in a complete classified register of persons in the community who have registered for jobs. Because the various employment offices throughout the country are linked together through a national clearance system, he can be advised of the nearest available job for which he is fitted. As an additional service many employment offices now have on their staffs trained junior counselors whose particular job is to advise young people about their employment problems. Because these offices are located only in the larger cities, the service is not available in smaller communities or even in nearby territory.

There is need for an extension registration service on a cooperative basis, whereby the high schools will assist and be assisted by the regular employment offices. Some form of liaison should be established so that every high school would be affiliated with some such office enabling every school-leaving youth to have the service made available to him.

Junior Placement Services are functioning in the larger cities. They are doing a splendid work and are deserving of every support and encouragement. The plan should be much more widely adopted.

There should be some plan of inter-high school cooperative placement service in the more thickly populated sections, particularly where small high school units are numerous.

They are too small and their staffs too inexperienced to be very effective under present conditions. But if a plan of cooperative placement were developed for them by some agency, state or national, the service to potential workers would be greatly extended through development of better placement technique in general use, and more efficient recruitment.

Suggestions of work experiences as a part of the high school program, have been made with especial authority in the monograph *What the High Schools Should Teach*. There is vital need of a broad, useful plan of general apprenticeship training. Some plan needs to be developed for wide application of the needs of youth about to leave school. Such apprenticeship or work experience could be included as a part of his high school curriculum and job-training program. It would in part at least fill the great need in modern civilization and specialized industry, of providing work participation as a part of career tryout and selection. Many such experiences would lead to post-high school employment opportunities.

Follow-up procedures have been developed and are being encouraged by the National Association of Secondary School Principals. The purpose of the plan is to give the school facts upon which to judge the adequacy and appropriateness of the high school program measured in terms of the later needs of each pupil. This is good so far as it goes. The schools need such a program and should institute it just as promptly as possible. In addition, there is needed a careful plan of placement follow-up, and occupational adjustment and readjustment. Otherwise neither youth, nor industry, nor the community will be adequately served.

Pre-Placement Problems

The pre-placement problems of the young man or young woman contemplating a college or university education should be mentioned, even though briefly. In the high school years their placement difficulties are remote, yet

there are several aspects that must be considered.

The high school needs to encourage and find part-time and summer employment for its pupils in line with their vocational interests, and college training intentions. Work experiences of this kind will aid in clarifying career plans, and in securing practical experience to enrich the college course, and perhaps increase likelihood of employment after college graduation.

High school placement officials should cooperate with college placement officials in local communities. They could aid in bringing graduates and local employers to the attention of one another; or could direct employers or take their inquiries to appropriate college placement officials.

The Association's Opportunity for Service

How then can the Association of School and College Placement benefit the secondary schools throughout the country? A part of the answer is implied in the discussion above concerning the high schools' placement problems. Briefly stated they are: a more adequate program of placement service by public employment offices, working closely with high schools in every community, and otherwise being of service outside of the larger cities; extension of junior employment service programs; a smoothly functioning program of inter-high school placement effort; a program of work experiences as an integral part of the place-

ment effort; placement follow-up and occupational adjustment procedures adopted quite generally by high schools; and cooperation with college and university placement offices. The Association has a tremendous opportunity. It can:

1. Integrate and present for high school use, the proposals and programs of the various agencies including those mentioned here as working in this field. From the mass of material available, simple, effective programs can be outlined for use by administrators and teachers of the many smaller schools.
2. Assist employers and schoolmen to use and improve present agencies. Much good is now being accomplished and leadership is needed to make it more effectual.
3. Encourage cooperation of placement and employment agencies, to weld all into a unified, integrated program.
4. Encourage research by whatever group—university students, school research departments, or others, seeking constantly to improve placement work.
5. Publicize the best programs, to serve as a model for others to follow.
6. Support adequate legislation where better laws will bring better conditions.
7. In general, encourage the best in education—curriculum, guidance, vocational preparation—which will prepare better candidates for available jobs.



**CONTINENTAL AMERICAN
LIFE INSURANCE COMPANY**
WILMINGTON • DELAWARE

Without great expenditure of funds or enlargement of staff, several means might be employed to further the ends heretofore mentioned:

1. Publication encouraged to the maximum—in the official magazine, in other publications, by any publisher—at the same time stimulating the writing of material that will aid the whole program.
2. Scheduling meetings, conferences, and discussion programs in various centers, leading to the organization of local programs and locally functioning groups. These volunteer groups can do much to develop and promote improved programs.
3. Local committees to be appointed outside these larger centers to develop and encourage the adoption of cooperative

policies within their community areas.

4. Interest of national, state, and local volunteer teacher organizations to be aroused so as to have working departments or sections devoted to improved placement programs.
5. Programs and topics for the conventions of these associations to be suggested, with names of competent speakers.

There is a great opportunity before this Association. Much material is available for its use. By integrating what has already been and is being done, and by developing it into useful programs, a great service might be rendered. By the provision of some such leadership, the high schools throughout the country would be greatly aided in meeting their guidance and placement responsibilities.



ASSOCIATION NEWS

In lieu of the Executive Board meeting which is usually held in November, but which was postponed this year due to the difficulties of traveling, a meeting of the Administrative Committee and members of the Executive Board in the immediate Philadelphia vicinity was held on Tuesday, March 13, 1945, in the office of President Hardwick, at 1421 Chestnut Street.

During the course of the meeting, the place of the Secondary School in the Association was discussed and it was pointed out that many of the secondary schools in the nation are not financially able to become members of the organization, even though they may desire membership. Dr. Stoddard suggested that perhaps the various service clubs and business institutions in many towns and communities would be willing to donate a gift membership to their schools.

The minutes of this meeting record the Association's deep regret in the passing of Mr. H. Raymond

Mason, a valuable member of the Executive Board and a congenial friend and associate.

The Editorial Board was discussed and Dr. Distler suggested that perhaps we should enlarge the Board to include a minister, a journalist, a woman, and a representative from a small college, thereby having a well-rounded Board.

The Secretary would like to take this opportunity to urge our members to contact the Executive Offices concerning any problem which may confront them and in the solution of which we may be of help, any phase of guidance and placement work which you would like to see treated in article or symposium form, and any suggestions for the betterance of the Journal. This magazine belongs to our members; it is only through their criticisms and suggestions that we know whether we are succeeding in our efforts at supplying them with the information which they want and need.

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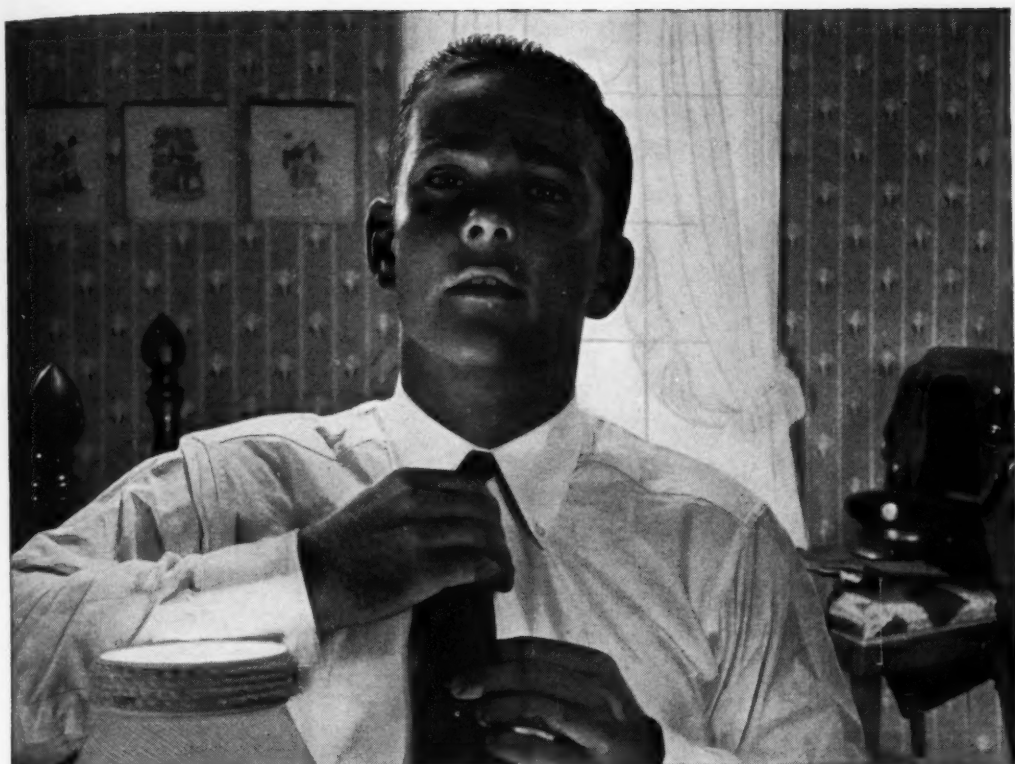
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Where will he go from here?

TOO SOON, some say, to picture this scene of a man's return—victorious. There is a war to be won and the premature promise of victory may bring a lag in our spirits.

Too soon? Not for the millions who work and fight at the dirty job of war.

They question now, with a right to know from us what their country will be like. How will they find it . . . their freedom the blazing hell of war has made so real to them?

Mere words . . . glowing plans and empty promises can no longer be our answer. Charity, dole, handouts will meet with the contempt they deserve.

The cause these men fight for is clear. It is to resist all restriction of the rights of people. To put an end to tyranny. To stand firmly against regimentation in any degree. To guard against dictatorship in any form.

Their hatred for these is the hatred of men who have staked their lives on the plain thing that is freedom. Spiritual freedom. Freedom

to speak and be heard. Freedom to worship. But with all these . . . there is more. For a man must live and progress. He must work and know the fruits of his labor. He must know the comforts of home—the rewards of achievement—the dignity of a place in the sun—to be truly free.

And today, from countless foxholes . . . endless seas . . . nameless skies and gun-swept beach-heads . . . men of America send us a warning and a challenge we cannot ignore:

"Let us return to the freedom we love. Guard these rights that are our heritage. Give us the right of opportunity—unlimited—that we may reach for the stars, and find no man, no influence drawing us back."

The Saturday Evening **POST**

This statement is published by The Saturday Evening Post in the interests of men who fight and men who work that America's freedom may be preserved.



INDUSTRY PROTECTS THE EMPLOYEE'S HEALTH.

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COMMUNITY HOSPITALIZATION; AN AID TO LIVING

E. A. VAN STEENWYK, *Executive Director,*

Associated Hospital Service of Philadelphia

Physical well-being has long played an important part in the attitudes of employers toward their employees. Many industries and businesses have installed community hospitalization and among these is the Blue Cross. The author of this article has long been in a position to see the part that organizations of this type play in the lives and working power of the individual and the group, having been Chairman of the Hospital Service Plan Commission. Mr. Van Steenwyk is now Executive Director of the Associated Hospital Service of Philadelphia.



Blackstone Studios.

The Blue Cross

EVERY seven days, 50,000 men and women are crossing hospital bills off their list of unexpected headaches by enrolling in one of the 80 non-profit Blue Cross hospital service plans sponsored and approved by the American Hospital Association.

With over 17,000,000 subscribers in the United States and Canada, Blue Cross is aptly described as "the fastest growing movement in the country." And statistics bear this out. Seven years ago, less than 500,000 persons were enrolled; now, its membership includes 12% of the population.

What does Blue Cross offer to make such tremendous growth possible? For one thing, it gives a square deal to the man in the middle, who, unlike the well-to-do, often can't afford hospital care when he needs it but isn't poor enough to get it free. For from three to seven cents a day, his Blue Cross card entitles him and his family to hospital care at any time—and he can forget about the financial side of illness.

The Healthy Employee

Blue Cross forms an integral part of the employee health program sponsored by industry. Thousands of firms throughout the nation maintain dispensaries or clinics for employees. Since 1931, the American College of

Surgeons has inspected them regularly, approving 1,101 of them, or 59%, as meeting the College's minimum standards. These call for an organized department with a competent staff including consultants; adequate emergency, dispensary and hospital facilities; physicians graduated from acceptable medical schools with special competence in industrial medicine and traumatic surgery; accurate and complete records; hospitalization, if necessary, in a hospital approved by the College; and general supervision over plant sanitation and health.

In addition to efficient care of all industrial accidents or occupational diseases, the medical departments provide first aid and advice for employees suffering from non-industrial injuries and diseases, referring them to their own private or family physician for further professional care.

Here, Blue Cross comes into the picture. Because it removes the financial barriers to the hospital, the doctor and nurses can urge the employee to go to the hospital when they first discover that he needs treatment. In the past, their hands were often tied, since their suggestions accomplished little, if the employee postponed the necessary treatment because of the hospital bill.

In many Philadelphia-area plants, the medical department takes an active part in stimu-

lating Blue Cross enrollment. At Bendix Aviation Corporation, for example, the staff hands out leaflets and applications to every employee during his first physical examination.

Besides, the medical departments act as an interpreter for employee-subscribers, explaining to them the organization of a hospital, how they enter it, how they use their Blue Cross cards, and what services are provided. Even the most elementary information is eagerly sought by a bewildered person facing his first trip to a hospital.

The idea of group prepayment for hospital costs is not new in this country. Railroads, mines and other industries have long administered such plans for their own employees. Private insurance companies have also offered accident and health policies which reimburse the policy holder for loss of income and certain medical and hospital expense during illness. In the annals of older hospitals may be found reference to early plans open to the general public. "It is agreed that every person who shall pay the sum of ten (10) cents per month, or a single payment of one dollar (\$1.00) per year, in advance, to the Hospital, shall in case of accident, be entitled to admission and treatment in the same until sufficiently recovered to be discharged . . ." said a circular of Pittsburgh's Shadyside Hospital in 1870. Most such plans were short-lived.

Looking Back

In 1880, for example, a hospital plan was set up in Northern Minnesota for loggers and lumberjacks. The experience gained in this venture, however, set back the group hospitalization some 50 years. The woodsmen appreciated the benefits—a little too well. The plan worked out satisfactorily until the first spring thaw, when the men left the woods and went into town. Celebrations were in order, after which, one astute operator who found himself penniless, remembered that his hospital contract provided bed and board. Other lumber-

men promptly followed his example. The resulting abuse of privileges broke the back of the plan and discouraged other ventures until 1929.

That year, a group of school teachers in Dallas, Texas, began the experiment from which all Blue Cross plans trace their ancestry. Those teachers arranged with Baylor University Hospital to pay \$3.00 per semester for 21 days of hospital care if they needed it. When the experiment proved successful, more teachers joined the plan. Other employed groups followed suit.

All over the country, individual hospitals began to set up pre-payment plans. But competitive difficulties soon arose in areas having more than one hospital. It soon became apparent that any successful and community-wide plan would have to include all the hospitals in the area, permitting the patient to choose the one he wished, and establish a single organization to handle enrollment and administrative problems. This was the beginning of Blue Cross.

A group of Sacramento hospitals tried out the idea in 1932. The following year, a similar plan was started in Newark by the Hospital Council of Essex County. Next came the plans in St. Paul, Durham, New York City, Cleveland and New Orleans. Today there are 73 approved Blue Cross plans in 42 states. In addition, there are five plans in Canada, one in Puerto Rico, and one in the District of Columbia—80 in all. The plans are separate corporate entities, differing slightly in rates and benefits, but all following the same general pattern.

This pattern is set by the American Hospital Association, governing body of the nation's 6,000 hospitals, which formally approves all hospital service plans meeting 14 standards. Only approved plans may be designated as Blue Cross plans and use the Blue Cross emblem, which includes the Association's seal in the center of a Blue Cross.



ORGANIZATIONS LIKE THE BLUE CROSS OFFER VARIED POSITIONS IN THEIR OFFICES.

These standards include adequate representation of the entire community; non-profit administration; free choice of hospitals; sound financial policies; adequate reserves; and dignified administration.

The American Hospital Association also helped to set up the Hospital Service Plan Commission which acts as a general coordinating body for all Blue Cross plans. The Commission is in constant touch with the plans, compiles statistics, arranges administrative and educational meetings; handles national publicity, and assists the A.H.A. in enforcing the approval program.

Recognition

With a national annual income of \$100,-

000,000, Blue Cross plans have become "big business" and the need for coordinated activity between plans has become increasingly apparent, particularly in the enrollment of national accounts.

Reciprocity of enrollment—permitting Blue Cross subscribers to transfer from plan to plan—was the first recognition of the national character of Blue Cross. Two important additions are now underway: first, a special contract for nation-wide firms, which would eliminate the confusion caused by varying rates and benefits; second, reciprocity of service contract, giving Blue Cross subscribers hospitalized away from home the full service contract benefits of the plan in the area in which he is hospitalized.

The concept of a "service contract", as opposed to a per-diem cash allowance is a distinguishing feature of Blue Cross. Subscribers get a contract entitling them to specific benefits—room and board, general nursing care, operating room, drugs, dressings, medicines, etc.—rather than a cash allowance based on the number of days they stay in the hospital.

A Blue Cross subscriber presents his Blue Cross cards when he enters the hospital. The hospital notifies the plan which confirms the subscriber's membership and states the benefits to which he is entitled. When he is ready to go home, he receives an itemized bill, listing the hospital's regular charges and the amounts covered by the Blue Cross.

Unless he has used some special service not provided by the plan, he simply signs the bill. The hospital is reimbursed directly by the Blue Cross. This procedure is possible because the hospitals, too, are part of the Blue Cross movement, having signed a contract agreeing to provide hospital care in return for stipulated payments from the hospital plan. Back of every Blue Cross contract, therefore, stands not only the corporation's reserves but the combined resources of the member hospitals.

In six years, the Associated Hospital Service of Philadelphia, the Blue Cross plan serving Philadelphia and seven adjacent counties, has paid \$12,500,000 to hospitals. The bulk of this sum, \$11,300,000 has gone to its 68 local member hospitals; the \$1,200,000 balance to other institutions. Since the war, non-member hospital payments have increased somewhat, owing to the large number of Philadelphians temporarily living away from home. The Philadelphia plan has over 700,000 subscribers.

What do Philadelphians think of their Blue Cross membership? Their answer may be found in the 50,000 questionnaires and letters sent by former hospital patients.

Early in 1940, the Philadelphia plan started to send to all hospitalized subscribers a letter and questionnaire form, asking for answers to

five specific questions and inviting subscribers to express their opinion on the service rendered and to make suggestions for changes or improvements.

The questionnaires reveal that 89% would have gone to the hospital whether or not they belonged to the Blue Cross; 73% said they enjoyed better accommodations because they were subscribers; 20% engaged a special nurse; 88% found their doctor's bill easier to pay; 42% would have used ward facilities if Blue Cross had not provided a semi-private room; and 99% said they would recommend the plan to friends.

With 25% of metropolitan Philadelphia now enrolled in the Blue Cross, subscribers come from all walks of life. The great majority of them is enrolled through the 10,000 local business firms, stores and industries, which have formed their own hospital service groups. Most companies arrange for a payroll deduction of monthly Blue Cross charges.

Enrollment of subscribers varies with the size and type of company. Offices and banks usually reply on special leaflets reminding employees of the plan's benefits. Industry, on the other hand, has largely abandoned this method in favor of large plant-wide campaigns, where Blue Cross representatives talk to each employee on the job.

During the past year, such campaigns at Baldwin Locomotive Works, Cramp Shipbuilding Corporation and the Electric Storage Battery Company added 4,600,—3,500 and 1,000 employees to the Blue Cross groups already established there. Foremen in all three plants distributed leaflets prior to the campaign and cooperated wholeheartedly in making the drives successful. Later, William J. Kelly, personnel manager at Baldwin's wrote: "We are pleased with the results of this campaign. . . . Approximately 70% of Baldwin's employees and their families now have Blue Cross Protection. Your representatives used good judg-



THE SERVICE MAN KNOWS HIS LOVED ONES ARE PROTECTED.

ment in contacting the workers. Although they interviewed each employee at work, our foremen are convinced there was no break in production."

The Smaller Groups

Blue Cross, however, looks beyond big industry for subscribers. Any company having two or more employees may form its own group; self-employed or professional persons enroll through their professional associations. Subscribers who change jobs may transfer to the Blue Cross group at their new company or pay directly to the Blue Cross.

Although employee groups are considered the best type of enrollment, many plans now enroll subscribers on an individual basis and

use lodges, churches or office buildings to make up a group. From the many experiments now under way, the answer will be found to the enrollment, with a minimum of red tape, of the self-employed, the retired, domestics, members of small establishments and others.

During the war, all the Blue Cross plans have made special arrangements for those in military service, who suspend their own contract but may retain protection for their family. In addition, the plans waive their enrollment requirements for veterans, whether or not they were previously enrolled in Blue Cross.

"Who owns Blue Cross?" is one of the questions most frequently asked. The answer

is—no one in particular, just as no one owns the hospitals, the schools or the universities. Blue Cross plans are non-profit, tax-free co-operations. In most states, their existence required special legislation, since the plans had no legal predecessor and were actually neither hospitals nor insurance companies. Most plans now operate under the supervision of the State Department of Insurance however.

All are governed by a board of directors who serve without pay and represent hospitals, doctors and subscribers. Their corporate structure provides that any money remaining after the payment of hospital bills, administration and setting up of adequate reserves must go back to the subscribers in the form of increased benefits or lower rates.

Administration

Because Blue Cross is unique in community life, it has largely developed its own administrative procedures, combining modern business methods with the concept of social insurance. Generally speaking, the larger plans consist of an executive director; an enrollment department; a hospital admissions department, a general office staff; and an accounting department. Some plans maintain subscriber service departments, public relations departments, tabulating departments, statisticians and others. In all, some 5,000 persons throughout the country are engaged in the administration of Blue Cross plans.

Thus, a Blue Cross office is almost a minia-



THE AUTHOR ENROLLS ANOTHER MEMBER.



A MODERN CONVENIENT OFFICE IS ENCOURAGING TO MEMBER AND EMPLOYEE ALIKE.

ture community, from the employment angle, offering all varieties of occupations. Persons interested in promotion and sales work find place in the enrollment or public relations department, where sales, printing, newspaper publicity, radio work, and other such activities are centered.

The accounting end of the business calls for quite different skills. A large section of the staff prepares the thousands of monthly Blue Cross group bills, balances payments, makes changes on the membership rolls. Here, ability to handle money or to run the business machines is at a premium. Operators of IBM machines are always in demand.

The hospital admissions department works directly with the hospitals, approving the ad-

missions of subscribers, making up the payments to the hospitals, auditing subscribers' bills. While a medical or hospital background is not essential in this department, it is exceedingly helpful, particularly in recording of diagnoses and getting case histories from physicians.

Most large plans are carrying on statistical research as a guide for future activity. Trained statisticians and auditors have found a place on the staff of many plans.

The general office staff includes filing clerks, typists, secretaries, store room clerks, addressograph and multigraph operators, mail room clerks, switchboard operators, office and personnel managers.

Once an employee begins to climb up the

ladder of Blue Cross, he usually likes to stay. Fifteen plans, some very large ones, now have as their directors men who got their start in other plans. Recently, a former group leader of the Philadelphia plan was appointed director of the newly-organized Associated Hospital Service of Arizona. Junior executives in one plan have moved to higher posts in larger plans.

Without any conscious effort to impose age limits on personnel, Blue Cross has been a "young" business, often taking its staff directly from school and encouraging it to "grow" with the business. Since the administration has been constantly adapted to handle the plan's rapid growth, Blue Cross staff mem-

bers have more opportunity to develop than those in older concerns having fixed administrative routines.

Blue Cross plans are no longer merely an interesting experiment. The movement is solidly entrenched in community life, a vital and democratic link in social security which combines public service with private initiative. It allows for intelligent, voluntary action by the people, which, with encouragement and guidance from government, may go far to provide the necessary health service for our citizens. Under such a scheme, the Blue Cross plans and other effective voluntary efforts will play a very important role in the development of a healthier, happier America.



BOOK REVIEW

"Occupations for College Women",
a pamphlet prepared by Mrs. Louise Troxell,
Dean of Women, and a Faculty Committee,
has just been issued by the University of
Wisconsin.

The pamphlet surveys the kind of work for which women are prepared, describing occupational areas and suggesting opportunities in each, so far as an estimate can be made of conditions in the present and the immediate future. An index of subjects of study enables the student to ascertain what fields of specialization that study may lead to.

The aim of the pamphlet is not only to direct women students in their occupational thinking, but to help them to plan a way of life which will include satisfaction from a personal point of view, satisfaction to

be gained from being contributing members of their communities, and finally, satisfaction which comes from the delight of work itself creatively conceived and executed.

Some of the topics covered include medicine and related fields, such as bacteriology, medical technology, hospital dietetics, occupational and physical therapy, nursing; institutional management; food technology; test kitchens; rehabilitation services, such as social case and group work, recreation, speech correction; public service, business, industrial and administrative work—and others particularly pertinent to the current as well as to the anticipated post war needs. Technical training for these and other professional and generalized fields is built on a broad general background.

Copies of this pamphlet are available for free distribution and may be had in the Office of the Dean of Women, 100 Lathrop Hall, Madison 6, Wisconsin.

EDUCATION FOR AMERICAN CITIZENSHIP

A Presentation by the National Foundation for Education in American Citizenship

Edited by FRANKLIN L. BURDETTE

PROFESSOR BEN A. ARNESON, of Ohio Wesleyan University, has prepared a study of the changing teaching of government at the college level in the past fifteen years and has presented his findings before a joint meeting of the American Political Science Association and the National Council for the Social Studies.

Examination of college catalogs, he reports, reveals that courses in public administration have had the greatest recent development. New courses in the field of public opinion, pressure groups, and propaganda have been less numerous but nevertheless represent the second field in which significant new materials are offered.

Familiar courses in American national government, comparative government, political parties, state and local government, municipal government, elementary constitutional law, political thought, international law, and international relations have remained the core of subject matter in the teaching of political science. Professor Arneson believes that the continuance of the same basic subject matter is an indication that political scientists have discovered long ago the central subjects worthy of emphasis. Changes, including war changes, have therefore been largely shifts of content and emphasis within courses rather than development of new course names.

The political science profession has given more and more attention to the improvement of teaching methods. Programs at profession-

al meetings indicate a definite trend toward development of improved techniques for undergraduate instruction and also toward increased emphasis upon relating elementary college courses with secondary courses in civics and other social studies. More diversified teaching materials are used: charts, documents, and pamphlets supplement texts; inspection trips and the use of public officials in the classroom are more frequent; books of readings in primary and secondary source materials are used increasingly. Visual aids are receiving greater recognition, although the use of motion pictures and other devices is still the exception rather than the rule.

"There seems to be a noticeable trend on the undergraduate level to assume more and more responsibility for mass education in the duties and responsibilities, and the rights, too, of the citizen." The conscious endeavor to relate the college course to current political events is an example. Another indication is the increasing effort to prepare college trained men and women to become active participants in public affairs in the communities in which they find themselves. Motivation as well as information is important. "We are trying to teach the values of the democratic way of life. It is easier, as one recent writer put it, to train political scientists than it is to develop public-minded citizens. There is, fortunately, an increasing number of teachers who believe that making good citizens is even more important than making mere political *scientists*."

EDITOR'S PAGE

BACK TO THE CLASSROOM

IN DECEMBER, 1943, this journal's editorial carried the following quotation: "... from the standpoint of national welfare, the most productive and important work children can do is school work." Even though this fact was known at that time there was a continuing mass exodus by the children from the school to the factory. The situation had become so acute by August, 1944 that THE NATIONAL GO-TO-SCHOOL DRIVE was instituted. . . . The drive was sponsored by the U. S. Office of Education and the Children's Bureau. All groups connected with education and industry cooperated to make the drive a success throughout the nation. The proof of this drive is evidenced by the fact that the downtrend of enrollment in high schools has finally been checked and in some instances the first rise in attendance has been noted since 1939.

The reasons, however mistaken they may have been, which the student gave, were in the most part patriotic. The youth felt that his part in the war-effort was in the factory or plant. It has now been pointed out to them that their participation in War Bond Drives through the school organization can be much more valuable and effective both to themselves and to the war effort. The boys who have tried to enlist in the various branches of the Armed Services have found that a high school education is a necessity if they are to get the assignments which they wish.

Having been out of school for a short period, many of the students are beginning to assert themselves on the type of education which they wish to receive. It is strange to find that they have the foresight to see what many educators and parents have not seen in the past. They are requesting more specialized education. They wish to be able to choose subjects fitted to their own individual aptitudes; subjects which would enable them to say, "I can perform a specialized task; one which I like."

With the back-to-school movement, there has been a noticeable decline of juvenile delinquency. It is only natural that the adolescent who is making more money than he has probably seen in his whole life will find a place to spend it. The places that they chose were not always of the highest calibre, consequently, the student was often haled into juvenile court. It is gratifying that the nation has taken steps to eliminate this evil.

The present generation has matured more rapidly than most but it seems evident that with only a few missteps, they have survived admirably. They seem conscious of the fact that the ability to think constructively and judge critically is the most useful part of their education.

Let us hope that with this trend of thought they will wish to continue their education past the high school level, achieving the final goal of the average man, a university degree.

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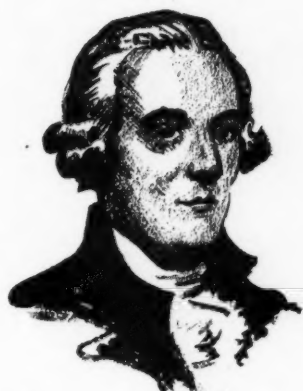
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